

**FACTORS AFFECTING THE IMPLEMENTATION OF TRAINING
PROGRAMS AMONG EMPLOYEES OF PUBLIC INSTITUTIONS IN
TANZANIA: THE CASE OF PUBLIC SERVICE SOCIAL SECURITY FUND
(PSSSF)**

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**A DISSERTATION SUBMITTED IN THE PARTIAL FULFILMENT OF THE
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CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation titled: ***“Factors Affecting the Implementation of Training Programs among Employees of Public Institutions in Tanzania: The Case of Public Service Social Security Fund (PSSSF)”*** in partial fulfillment of the requirements for the Degree of Master of Business Administration (MBA) of the Open University of Tanzania.

.....

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Date

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DECLARATION

I, **Tumgonze Simeon Kabigumila**, 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 a similar or any other Master award.

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Signature

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Date

DEDICATION

This work is dedicated to my lovely family for their unconditional love and support during the course of the study.

ACKNOWLEDGEMENT

I would like to exert my sincerely appreciation to the Might God for enabling me to accomplish this work. I would like also to express my heartfelt appreciation to my supervisor Dr. Salum Mohamed for guiding me to complete this work. He guided me from initial stage of developing the concept note up to the completion of this research proposal. I declare that the maturity of this research proposal is due to his tirelessly and positive guidance. May the Might God bless him a lot. Further, I would like to thank my parents my late Father Dr. Simeon Kabigumila and my Mother Auguster Kabigumila for providing guidance and giving us better education, my brothers and sisters, my wife Anitha Nshaka and for missing my presence during conducting this research work. It is my prayers that the Might God blesses this family. I would like to extend my acknowledgement to the management of PSSSF for their support for giving me feedback on questionnaires concerning the subject matter of this research development.

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ABSTRACT

This study aimed at analyzing Factors Affecting the Implementation of Training Programs among Employees of Public Organizations in Tanzania: The Case of Public Service Social Security Fund (PSSSF). An explanatory research design was employed; a case study approach was selected due to the nature of the study. Total sample of 90 was picked from PSSSF by simple random and purposive sampling methods. Data were collected by questionnaires with a response of 84 staff and 6 respondents were interviewed. SPSS software was used in analyzing data and quantitative method was used. Findings showed that lack of training needs analysis; shortage of training budget, and lack of training programs evaluation hinders the implementation of training program at PSSSF. It was concluded that training program is not practiced adequately at PSSSF. Several costs are associated with training program. There are some benefits obtained because of the training program. Also there are some challenges hindering the implementation of the training program at PSSSF. It was recommended that identification of training needs should be done more professionally in conjunction with the line manager as well as the individuals involved together with the HR personnel. Everyone involved should agree exactly to what the trainees are lacking. Every head of department is supposed to know the benefit of training program; cost associated with the program, staff involvement and knows how they can play their part in achieving the goals and objectives of the organization. Staffs should be given the ownership and partnership in the training process.

Keywords: Training Programs and Development

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LIST OF ABBREVIATIONS

CR-ROM	Compact Disc Read Only Memory
HR	Human Resources
ICT	Information Communication Technology
KSAP	Knowledge, Skills, Abilities and Personal attributes
OUT	Open University of Tanzania
PSSSF	Public Service Social Security Fund
SPSS	Statistical Package for Social Sciences
TNA	Training Needs Assessment
UDSM	University of Dar es salaam
UWASA	Urban Waste and Sanitation Authority

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Employee training is a significant factor in attaining the goals and objectives of any organization (Orey, 2014). Training is an essential element to increase competence and productivity of employees so as to keep the business going. The main reason is to develop knowledge and skills of employees as per the requirements of the job and eliminate performance problems (Surbhi, 2015). Thus, upon completion of the training, trainees will be able to understand the complete job requirements of the organization where they are employed. Nowadays, employees are demanding choice, change, flexibility, as well as variety in their work; recommending that with the de-layering of organizations and empowerment of individual employees, the future for both the organization and the individual lies not in promotion to successively higher levels of management, but rather in developing and enhancing the value of the individual as an asset of the firm] (Orey, 2014). The value of human capital is enhanced by acquisition of higher performance potential such as new tasks, functions, as well as KSAPs (Knowledge, Skills, and Abilities, Personal attributes) (McNamara, 2016)].

Furthermore, higher performance capability usually begins with planned, structured approaches to ensure that cross-training occurs, and with constant evaluation on the basis of application in the work place (Silverman, 2015). When reviewing the literature on quality management, one is struck by the absence of any mention of individuals who have problems in the workplace (Orey, 2014).

Moreover, employees involved in an effective training programme manifest a love for their work and are interested in doing their best for the organization (Surbhi, 2015).

The importance of employee training and development has long been recognized as a crucial issue for businesses (Bana *et al*, 2007). To the extent that employee-training programs are effective, companies are able to avoid wasteful spending and improve performance and productivity. Thus, a key consideration for virtually all business is the expected return provided the organization for its training investment.

As mentioned by Prasad (2005) there is some link between training and good performance but the direction is difficult to identify. Nonetheless, what is known for sure is that the training and development of staff is relevant in better performing companies. The difficulty in identifying the correlation between training and performance is attributed to the determination of changes in performance. Measuring knowledge acquired is easy to determine. But to measure skills and attitude development is a different aspect to consider (Nagar, 2009). This evaluation needs to be done over a long time period and needs to be carried out by those working with the candidate, to evaluate how the delegate performed before and then after the training process.

1.2 Statement of the Research Problem

Training is of growing importance to companies or institutions seeking to gain an advantage among competitors. There is significant debate among professionals and scholars as to the effect that training has on both employee and organizational goals. Different administrative reforms of the public institutions adopted different strategies

and adjustments to satisfy the needs of employees for training (Muganyizi, 2018). With respect to the core personnel policies, there should be an effective way to enhance the job performance of the employee. The aid of the training and development is one of the major steps that most of the public institutions in Tanzania want to keep in their system to achieve the better performance (Landa, 2018).

Moreover, the government has allocated enormous amount of money on employees in the public sector in order to achieve a knowledge-based workforce and knowledge-economy in tangent with the country's vision 2020. Yet, presently, many grievances and complaints have been directed towards public sector employees for their ineffectiveness and inefficiency, which is led by lack of training (Mohamed, 2013).

To the researcher's knowledge, there is a scanty of studies conducted in Tanzania to examine the factors affecting the implementation of training programs among employees of public institutions. It is the aim of this study to fill this gap by examines the factors affecting the implementation of training programs among employees of public institutions specifically at Public Service Social Security Fund (PSSSF).

1.3 Research Objectives

The study has two objectives: General objective and specific objectives.

1.3.1 General Objective

To examine the factors influencing the implementation of the training programs among employees of public institutions in Tanzania.

1.3.2 Specific Objectives

The specific objectives of this study are:

- (i) To determine the current Training Practices at PSSSF
- (ii) To examine the extent to which perceived financial cost has affected the implementation of training programs among employees of PSSSF.
- (iii) To examine the perceived benefits of training program at PSSSF.
- (iv) To examine the major challenges facing PSSSF in implementing training programs.

1.4 Research Questions

1.4.1 General Research Question

What are the factors that affect the training programs among employees of public institutions in Tanzania?

1.4.2 Specific Research Questions

The specific research questions that guided the study are:

- (i) What is the current Training Practices at PSSSF?
- (ii) To what extent does the financial cost affect the implementation of training programs among employees PSSSF in Tanzania?
- (iii) What is perceived benefits of training program at PSSSF?
- (iv) What is the major challenges facing PSSSF in implementing training programs?

1.5 Significance of the Study

The findings of this study will highlight the factors that hinder the implementation of the training programs designed by public institutions in Tanzania. The findings are

expected to help Human resource managers to take precautions of those factors during the preparations of the training programs to employees. In addition, the findings will be used as a guiding manual during the formulation of human resource management policy on training and development of workers in any Public Institution in Tanzania. The findings will help future researchers by helping them to identify the gaps not covered by the researcher hence bringing new insight.

1.6 Scope of the Study

This study assessed the factors affecting the implementation of the training program in Tanzania, and four variables were assessed which are the perceived financial cost (fund), perceived attitudes of management, perceived benefits and challenges facing implementation of training. The study was conducted offices of the PSSSF in Dar es Salaam.

1.7 Organization of the Study

Chapter one covered background to the study, statement of the research problem, research objectives, significant of the study and the scope of the study. Chapter two discusses literature review, which contains conceptual definitions, theoretical review, empirical review, research gap and conceptual framework. Research methodology is discussed in chapter three which detailed how research was conducted. This chapter consists of overview of the chapter, research design, study area, target population and sampling frame, sample size, sampling techniques, sources of data, methods of data collection, data analysis methods and research ethics. Chapter four presents the findings and discussions. Chapter five presents the summary of the main findings, conclusion, recommendations and area for future studies.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Literature review consists of definitions of the key terms used in this study, theoretical review, empirical review, research gaps and conceptual framework. Theoretical review discusses the theories related to the study while empirical review discusses the empirical findings from previous researches on the same topic, comparing critically what they found and what the implications of their studies. The chapter ends by explaining the research gap and conceptual framework.

2.2 Definitions of Key Terms

The following are key terms used in this study.

2.2.1 Training

Training is a process in which people acquire knowledge; skills and attitudes that they need to perform their jobs well for the achievement of their organizational goals (Mbiya *et al*, 2014). Similarly, De Cenzo and Robbins (1996) as noted in Muganyizi (2018) defined training as learning experience which seeks a relatively permanent change in an individual to improve that individual's ability to perform his or her job effectively. Training may in other way mean changing what employees know, how they work, their attitude towards work, or their interaction with their co-workers or supervisors. In fact there is a correlation between training expenditures of an organization and economic performance measures, such as return on assets and productivity, service delivery etc (Mbiya *et al.*, 2014).

2.2.2 Development

Development describes the growth of humans throughout the lifespan, from conception to death. The scientific study of human development seeks to understand and explain how and why people change throughout life (Landa, 2018). This includes all aspects of human growth, including physical, emotional, intellectual, social, perceptual, and personality development. The scientific study of development is important not only to psychology, but also to sociology, education, and health care. Development does not just involve the biological and physical aspects of growth, but also the cognitive and social aspects associated with development throughout life (Muganyizi, 2018).

2.3 Theoretical Literature Review

The following is the theory guiding the study.

2.3.1 Social Learning Theory

Social learning theory is propounded by Bandura (2006); the social learning theory underscores the indispensability of surveying and modeling people's behaviors, attitudes, and emotional reactions. It is a theory that concentrates on learning by way of observation and modeling.

The theory originally evolved from behaviorism was the source from which social learning theory emanated and today it has involved some ideas of cognitivists and consequently it is given another name, which is social cognitive learning. Social learning theory also focuses on environmental and cognitive factors that interact in order to impact human learning and behavior. It opined that individual learn from one

another, including such concepts as observational learning, imitation, and modeling (Bandura, 2006). Rewards, according to social learning theory, cannot be the exclusive drive that enhances employee's motivation.

Motivation can also be enhanced by some other elements such as feelings, beliefs, ethics, and feedback. Learning occurs through three ways; indirect experience, oral persuasion, and physiological situations. Modeling, or the scenario in which individual see someone's behaviors, embrace and implement them as his, support the learning process as well as psychological situations and the perceptive process (Bandura, 2006).

In this study, the theory assists in making analysis and conclusion on whether the unwillingness of managers, workers awareness and behaviour affect in one way or another on the implementation of training programs. The theory also enabled the author to draw conclusion on whether the funds are not allocated on training and development of staff due to inadequacy of funds or due to intentional unwillingness of the managers of the public institutions in Tanzania.

2.3.2 Types of Training

2.3.2.1 Apprenticeships

For centuries, apprenticeships were the major approach to learning a craft. The apprentice worked with a recognized master-crafts person. Particularly during times of low unemployment, businesses are eager to get any kind of help they can find. Seeking an apprenticeship may be a very useful and effective way to eventually develop a new skill (Kanyago, 2016).

2.3.2.2 Coaching

Coaching is becoming 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 (Mohamed, 2013).

2.3.2.3 Continuous Learning

Continuous learning is learning how to learn. Typically, this involves developing skills in reflection, which is the ability to continually inquire and think about experience to draw conclusions and insights. It also involves the ability to conceptualize the learning process. Continuous learning is often associated with the concepts of systems thinking and organizational learning (Mohamed, 2013).

2.3.2.4 Courses

Universities, colleges and training centers often have a large number of courses in management, professional and personal development. If the learner is looking to build a skill, then he or she must actually apply new information from these courses otherwise, the learner is collecting information (hopefully, knowledge), rather than building skills (Mbiya, *et al.* 2014).

2.3.2.5 Distance Learning

Distance learning has become a mainstream approach in training and development. This typically includes learning by getting information and / or guidance from people who are not face-to-face with the learner, e.g., learning via satellite broadcast,

broadcast over the Internet, e-mail or postal mail correspondence, etc. Some people consider online learning (e.g., information, tutorials, etc., available on diskette, CD-ROM, over the Internet, etc.) to be distance learning, as well.

2.3.2.6 Internships

Internships are offered usually by organizations to college students wanting to find work experience during the summer months. The internships offer precious, real-life job experience and the organizations often get skilled, highly dedicated service. Many times, interns go on to be hired by the organizations, as well (Ali, 2016).

2.3.3 Factors influencing Training in organization

Gupta (2009) argued that training is required because of the following reasons:

2.3.3.1 Technological Changes

Because automation and mechanization are increasingly applied in offices and service sector, has led to increasing use of fast changing technique requires training staffs into new technology at their organizations. Technological change needs technical actualization for staff timely.

2.3.3.2 Job Requirements

Employees selected for a job might lack the qualifications required to perform the job effectively. New and inexperienced employees require detailed instruction for effective performance on-the-job. Sometimes the past experience, attitudes and behavior patterns of experienced personnel might be inappropriate to the new organization. Training should be given to such people to match the needs of the

organization. New employees need to provide orientation training to make them familiar with the job and the organization.

2.3.3.3 Organizational Viability

With increasing economic liberalization and globalization, business firms are experiencing expansion growth and diversification. In order to survive and grow, an organization must continually adapt itself to the changing environment. In order to face international competition, the firms must upgrade their capabilities. Existing employees need refresher training to keep them abreast of new knowledge. Training programs foster the initiative and creativity of employees and help to prevent obsolescence of skills.

2.3.3.4 Internal Mobility

When an employee moves from one job to another due to promotion and transfer he/she needs training. Employees chosen for higher level jobs need to be trained before they are asked to perform the higher responsibilities. Training is widely used to prepare employees for higher level jobs. Thus, there is an ever present need for training people so that new and changed techniques may be taken as an advantage and improving old methods which are affected. Need for training has increased due to growing complexity of jobs, increasing professionalization of management growing uncertainties in the environment global competition.

2.4 Empirical Literature Review

The following is the review of studies done concerning the problem in the study

2.4.1 Review of Studies done globally

Mohamed (2013) conducted a study on the factors hindering the effectiveness in implementation of training programs in Canada. A sample size of 84 respondents was selected in the study. Data were collected through interview and documentary reviews from the President's office-Public Management. The findings indicate that there is no agreement on training needs and priorities; there is lack of commitment and shortage of funds, thus limiting the sustainability of programs. Conclusively the research argues that the organizations should restructure the training programs to bring social and economic benefit and enhance organizational Performance. The study did not assess the impact of managers' attitudes toward training, which will be covered in this study.

An analytical study on effectiveness of training program was undertaken by Ramachandran (2010) in India on public sector employees. The objective was to examine the factors influencing the implementation of training programs in Private sectors. He used a sample of 210 staffs at 6 corporations. The outcome of the study showed that there was a difference of employee perception on the basis of demographic characteristics and training effectiveness. Moreover, it was also found that experiences and education are predominating and determining factors of training program.

Sahinidis et al. (2008) undertook a study to examine the employee perceived training effectiveness relationship to employee attitudes. The problem addressed in their study included factors that affect training: types, TE, and employees' personal characteristics training effectiveness. In his study, the author used a sample of 150

employees at Sanjay University. Questionnaires were used to collect data. Data were analyzed using SPSS version 20. Findings indicated that TE has positive effect in implementation of training in University. It was recommended that University management should make sure that training programmes are arranged accordingly.

Nagar (2009) studied the effectiveness of training programs conducted by the commercial banks in both public and the private sector in Indonesia. The study used a sample of 68 employees of two banks in Indonesia. Both questionnaires and interview were used to collect data. Both content and inferential analysis was used by using Statistical Packages for Social Sciences. The findings revealed that training programs are generally effective with respect to the selected variables of the study, which include trainer, teaching, and computer-aided program and infrastructure facilities.

Driskell (2011) conducted a study to evaluate the effects of several factors on training program in Katar. The aim of the study was to find the factors affecting the implementation of training programs in different organizations. It also aimed at identifying problems and weaknesses, which could be the basis of the trainer in his or her future training program.

The study used a sample of 80 staffs. Data were analyzed using regression analysis by employing SPSS software. Findings showed that attitude of managers, deficit of funds and poor budget planning were factors shown to affect the training programme. It was concluded that managers have bad attitude in implementing the training programme. It was recommended that during the budgeting session the priority should be given to training and development of staffs.

Petkova (2011) studied the “Optimizing Training Effectiveness: The Role of Regulatory Fit” that addresses the need to integrate research on a regulatory fit between theory and training effectiveness. The finding of the study revealed that a series of favorable training outcomes were observed when training programs fit the learners’ basic motivational orientation.

2.4.2 Review of Studies Done in Africa

The study conducted by Ali (2016) on perceived factors influencing the effectiveness of training at the public service commission in Kenya used a sample size of 105 respondents. The study used exploratory research design, qualitative research approach and themes in their investigation. The key findings of the study were that the Public Service Commission employees are aware of the training policy in the organization and were of the view that upon the completion of their training, they share what they have learned with other employees.

The study also revealed that training needs analysis is normally conducted prior to organizing training programmes at the Public Service Commission. It was also established that job rotation, which is a key component of training, is not always practiced in the organization. The study concluded that majority of the staff at the Public Service Commission had benefitted from training opportunities. The study recommends that employees in the organization should be included in the planning and organization of training programmes. This study focused on factors that hinders the implementation of the training programs, which, once reversed can lead to ineffectiveness of the training programs.

Wanjiku (2016) conducted a study in Nairobi City. His study aimed at examining the challenges facing non-teaching staff in training. His findings showed that non-teaching staff development in campuses faced challenges related to skills development. Management lack conception to further training needs for non-teaching staff, lack of any training arrangement or funding extended to middle level non-teaching staff. Staff progression structure path for middle level was not clear, whether it is based on academic qualifications or otherwise. Non-teaching-staff in campuses who acquired additional qualifications on personal effort were not rewarded accordingly. There were various methods used which were not motivating non-teaching staff in campuses, such as additional responsibilities and lack of promotion. There was inadequate number of staff working in the campuses resulting in multi-tasking, lack of advanced skills and competencies.

To what extent does the financial cost affect the implementation of training programs among employees PSSSF in Tanzania conducted a study on manpower training and development in the Nigerian public service 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: there is the absence of systematic training despite the various reforms that emphasize this since late 1960s.

Rama *et al.* (2012) conducted a study in Namibia to assess the factors influencing implementation of training programmes in Public organizations argued in his study that type of training implemented, training content and trainee expertise also affect the

training outcomes. Success of training Program always depends on how the training was given, what was the content and who the trainer was.

Haslinda & Mahyuddin (2009) conducted a study in Nigeria to examine the implementation of training programs in non-public institutions. They found that lack of support from top management and peers, employees' individual attitudes, job-related factors and also the deficiencies in training practice are the main factors which affect the effectiveness of training to staff performance. If there will be less support from top management and peers, job is not going well or somehow there is problem in job and absence of training practice then there is less chance of effective training program which might result to poor performance.

2.4.3 Review of Studies Done in Tanzania

Landa (2018) investigated on the influence of training on employees' performance in Public Institution in Tanzania at Tanga-UWASA. He used a sample size of 85 employees at UWASA. Descriptive research design was employed in his study. The findings showed that the Tanga UWASA organized several training programs and employees were systematically selected to attend. But some training programs were not implemented due to lack of funds, which made training not to be a priority of the institution, change in government priority and low perceived benefits.

Another study was conducted by Mndeme (2011) to examine factors influencing the implementation of training programs in Parastatal organization. He used a sample size of 68 employees at NSSF at Moshi Kilimanjaro. Exploratory research design was employed. The findings revealed two groups of factors that may cause in effective

implementation of training programs in Parastatal organization; First, organization factors such as, lack of training needs analysis, lack of sensitization of employees on existence of training program, shortage of training budget, and lack of training programs evaluation; Second, Sociological factors, such as; age characteristics, marital status, family responsibilities and low level of education. To enhance effective improvement of training programmes it was recommended a development of a uniform TNA exercise so as to improve the level of efficiency of training function and eventually have clarity in scope and objectives.

Kihongo (2011) did a study on the factors inhibiting effective staff training at the Temeke Municipality and Kisarawe District in Tanzania. A case study design was employed, with data collected from 47 respondents. The instruments used to collect data were questionnaires and secondary information sources. To report the findings, descriptive statistics was used. The data were validated using mean percentages.

On the whole, the study findings identified lack of proper training policies and programmes, 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.

As a result, the study provides four recommendations aimed at redressing the situation. First, local government authorities should formulate clear staff training policies and provide well-designed training programmes. Second, local government authorities should increase their staff training budget allocations in addition to

establishing a specific unit to oversee and co-ordinate staff training initiatives and all related matters.

Third, the top management of such authorities should make an unwavering commitment to staff training. Four, the selection of training candidates should be based on the organization's assessed training needs and the suitability of those candidates to avoid malpractices of favoritism. Mchanakutwa (2019) conducted a study at the Tanzania Electricity Supply Company (TANESCO) to examine the factors affecting the implementation of training program in the company. Findings showed that the company did not conform fully to its training policy. Staff was sent for further training without identifying the needs of the company. The training committee of TANESCO relied more on discussing the training budget putting aside training needs of the organization.

Due to lack of training needs identification, TANESCO found itself having a surplus of trained staff in some departments without matching jobs to do. The above situation according to the researcher made the trained staff to resign from the services of the company. The Training Bonds, which required employees to remain and serve TANESCO for a certain period after coming back from training, were not adhered to due to laxity of management to make effective enforcement of such bonds.

A study by Kidunda et al., (2014) at National Social Security Fund (NSSF) discovered that the problem of training at the Fund was lack of clear training programmes. As a result training was being done randomly. He argued that there were many misconceptions from staff on their individual perception and objectives of training.

They pointed out that overseas training had been preferred by employees as a way of earning money. More reasons were given that staff preferred to go for training so that they would get promotion upon completion of such studies. Rewards such as promotion and better pay by management following trainees' impressive performance in academics has also been put forward as a reason for employees' desire.

2.5 Research Gap

By considering the above reviewed empirical literature its evident that a good number of similar research have been done, but there are a number of gaps left ranging from geographical to time as well as nature of the organization studied. Mohamed (2013) conducted a study on the factors hindering the effectiveness in implementation of training programs in Canada. Despite the study relevance the research conducted in Canada where geographical attributes, political and socio culture values differ from Tanzania. Also the study left a gap in time. An analytical study on effectiveness of training program was undertaken by Ramachandran (2010) in India on public sector employees. The objective was to examine the factors influencing the implementation of training programmes in Private sectors. The study was conducted in India where most of the organization operates in an advanced working environment compared to those found in Tanzania.

Therefore, their findings cannot be in favor of the Tanzania environment. Despite the fact that a number of research have been done to explore the factors influencing the implementation of training programmes, most of them were carried in other countries. Few studies Mchanakutwa (2019), Kidunda et al., (2014and Kihongo (2011) have been done in African countries including Tanzania. Those done in Tanzania were

done in organizations different from PSSSF. This study will fill the existing gap left by previous literature specifically explore the factors influencing the implementation of training programmes in Tanzania organizations specifically PSSSF.

2.6 Conceptual Framework

A conceptual framework explains graphically, the main theme to be studied, including the key factors that are constraints or variables and the presumed relationship among them (Miles & Huberman, 1994). This study investigates the factors affecting the implementation of training programs among employees of public institutions in Tanzania. The conceptual framework developed illustrates the relationship existing between an independent and dependent variables.

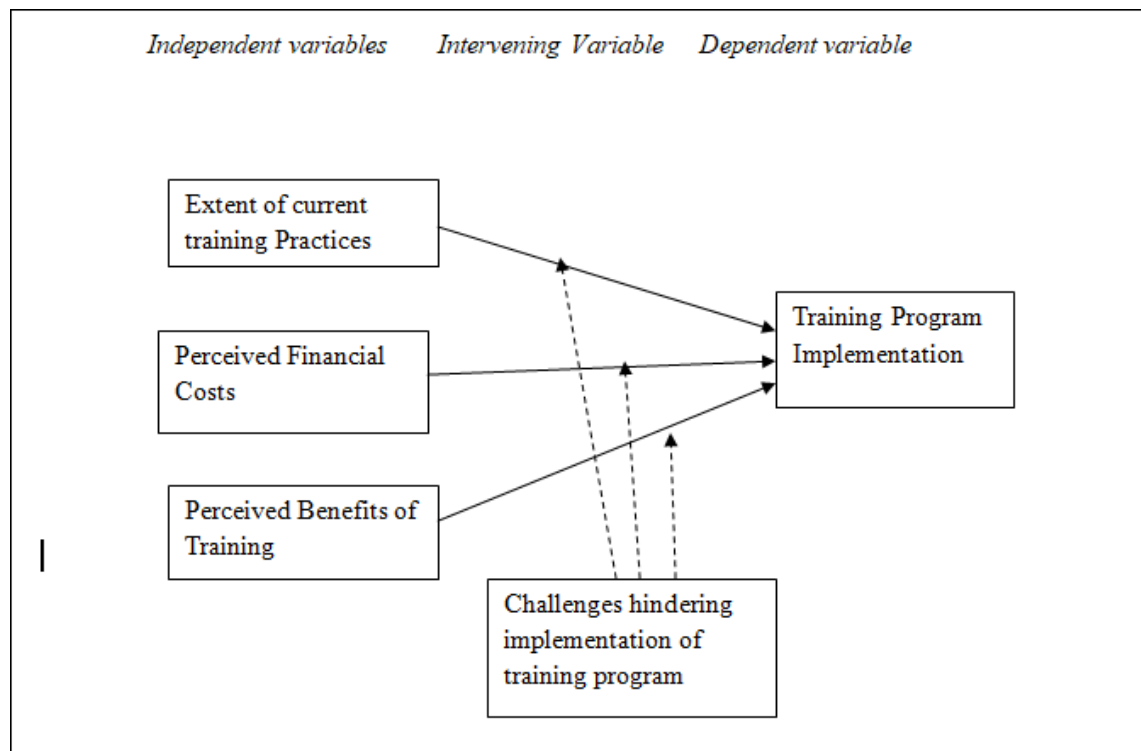


Figure 2.1: Conceptual Framework

Source: Researcher (2021)

2.7 Theoretical Framework

2.7.1 Independent Variables

Independent variables in this study are those factors that influence the implementation of the training program in the organizations. Firstly, the study looked on the current status of training practices at PSSSF. Researcher assumed that the extent of the training program, the perceived financial costs and perceived benefits of training can be factors that influence implementation of the training program.

It is conceptualized in this study that the training programs among employees in Public Institutions are affected by the costs in terms of funds required to implement them. Also another independent variable is the perceived benefits obtained by training the staff. The study will examine these benefits.

2.7.2 Intervening Variable

In this study challenges hindering implementation training program was investigated,

2.7.3 Dependent Variable

In this study the dependent variable was the Training Program Implementation

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Research methodology is concerned with explanation of techniques applied in carrying out the research study. It is arranged in the following sections: research design, area of study, population, sampling techniques, research instruments, data collection methods, data analysis and presentation and ethical consideration.

3.2 Research Design

Kombo and Tromp (2006) define research design as the glue that holds all the elements in the research project together. Research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with the economy in producer (Kothari, 2006). This study used an explanatory research design. This is because explanatory design tries to explain specific predictions about the relational ship or the causal factors, which cause outcomes.

The aim of the study was to investigate and get an insight to an unknown phenomenon that is the factors affecting the implementation of training programs among employees of public institutions in Tanzania. The case study strategy was applied in this study because; the study was conducted in a single institution PSSSF which was chosen among various pension funds in Tanzania. The strategy had capacity of facilitating in-depth analysis of the topic under study. It also brings about deeper insights and better understanding on the factors affecting the implementation of training programs among employees of public institutions in Tanzania.

The case study strategy also provided flexibility in the use of data collection methods such as questionnaires, interview, observation and documentary reviews. Therefore, taking into account the characteristics of case study, and the requirements of the study, the case study strategy is the best fit design for this study. The study was also cross sectional because it was conducted once in time.

3.3 Area of the Study

The study area is the location within which the study is conducted. A study area can be a company/organization or particular geographical location (Adam and Kamuzora, 2008). The selection of the study area is very important as it influences the usefulness of the information given by respondents. From the study area the population of the study is found and from the population, the sample to be studied is obtained (Kombo and Tromp, 2006). In this study, the location of the study was Dar es Salaam. The choice of this study area was geared by the fact that the researcher is much familiar with Dar es Salaam where it is easy to collect data, but also, this is the area where the PSSSF has big office having many employees, so we expect to obtain enough data for our study.

3.4 Population of the Study

A population in a research study is a group of individuals, objects or items from which a sample to be studied is obtained (Kombo and Tromp, 2006). It also refers to the larger group of objects from which a sample is taken. As far as this study is concerned, the targeted populations are all employees of Public Service Social Security Fund in Tanzania. The target population for this study was 116 staff of PSSSF in Tanzania as of 2020 (PSSSF, 2020).

3.5 Sampling Design and Sample Size

Generally it is not easy to study the whole population; therefore, the researcher determined the number of necessary sample to include in the study.

3.5.1 Sampling Design

Sampling involves selecting units of analysis which is referred to as the individual case or group of cases that the researcher wants to express something about when completed and is therefore the focus of all data collection efforts (Tashakkori and Teddlie, 2009). Sampling is done due to constraints of time, money and accessibility of data to the entire population (Cohen, *et al.*, 2007). 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. This study employed both probability and non-probability sampling. Probability sampling involved stratified sampling because the sample was not homogenous. Within the stratum, simple random sampling was used. This sample consisted of management staff and operational staff as follows: from policy and development department, human capital department, human resources and administration department, training and development department, ICT department, accounting and finance department.

The aim of using simple random sampling was to make sure that each member within the sample had equal chance of been chosen. On the other side non-probability sampling was also used. The researcher used purposive sampling.

3.5.1.1 Random Sampling

This sampling design ensures that each respondent had an equal chance of being selected in the sample. The researcher used two types of random sampling; simple random sampling and stratified sampling.

Stratified sampling

Researcher used stratified random sampling due to three reasons; to increase the sample's statistical efficiency, to provide adequate data for analyzing the various sub-populations and to enable different research methods and procedures to be used in different strata. With ideal stratification each stratum was homogeneous internally and heterogeneous with other strata.

Simple Random Sampling

Since PSSSF has a population of employees amounting to 116 with different strata, the researcher used simple random sampling to ensure that each employee in a particular stratum has an equal chance of being included in the sample. This method was used to choose eighty four (84) operating staffs at PSSSF. The remaining six (6) respondents (head of departments) were chosen using purposive sampling.

3.5.1.2 Purposive Sampling

In purposive sampling the researcher purposely selected heads of departments. According to Kothari (2006), 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. The researcher employed this technique to select six (6) head of departments (one head from each department) of PSSSF in Dar es Salaam. This

method was deliberately chosen for intended special group of people who were among the top management for the aim of getting reliable information about the factors hindering effective implementation of training programmes. These respondents were selected purposively because they hold specific positions in PSSSF. Singh (2007) argues that purposive sampling can be useful for situations where a researcher needs to reach a targeted sample quickly and where a random process of selection or proportionality is not the primary concern.

3.5.2 Sample Size

Kothari (2006) defines sample as a collection of some parts of the population on the basis of which judgment is made, small enough for convenient data collection and large enough to be a true representative of the population from which it has been selected. In this study the sample size consisted of 90 respondents including management staff (head of departments) and operational staff as shown in Table 3.1. The sample was taken from policy and development department, human resources and administration department, training and development department, ICT department, Management service department, Finance and accounts including head of departments as indicated in Table 3.1.

According to Yamane (1967) in order for the sample to be true representative of the population the following formula is used:

$$n = N / 1 + N (e)^2$$

Where

n = Sample size

N =Population size

e = the acceptable sampling error

e = 0.005 for this case

Hence using Yamane formula the researcher calculated sample size as follows:

$$n = 116 / 1 + 116(0.05)^2$$

$$= 89.9$$

$$= 90$$

Hence sample size is 90 respondents.

Table 3.1: Sampling Distribution

Category of respondents	Sample size	%	Sampling design	Data collection tool
Policy and development department	14	15.6	Simple Random Sampling	Questionnaires
Human resources and administration department	14	15.6	Simple Random Sampling	Questionnaires
Human capital department	14	15.6	Simple Random Sampling	Questionnaires
Training and development department	14	15.6	Simple Random Sampling	Questionnaires
Accounting and Finance department	14	15.6	Simple Random Sampling	Questionnaires
ICT department	14	15.6	Simple Random Sampling	Questionnaires
Head of departments	6	0.06	Purposive Sampling	Semi-structured interview
TOTAL	90			

Source: Researcher (2021)

3.6 Data Collection Methods

The researcher used both primary and secondary data collection methods in order to counterbalance shortcomings from each technique (Saunders *et al.*, 2012). The aim was to use multiple methods in collecting data (triangulation) so as to ensure validity of data because one method complemented the other (Saunders *et al.*, 2012).

3.6.1 Primary Data Collection

Primary data refers to the data collected afresh and for the first time and thus happen to be original in character. They are named primary because they are unsullied and have not been manipulated by any other person (Kothari, 2006). The researcher collected data from operational staffs and management of PSSSF.

3.6.2 Secondary Data Collection

Secondary sources contained data, which have been collected and compiled for several purposes. It contained some of the data collected and compiled by organizations (Saunders *et al.*, 2012). In this study secondary data included details on training policy, strategic plan and training report owned by PSSSF, journals and textbooks.

3.7 Data Collection Instruments

The study used three tools in collecting data. These tools are questionnaires, interviews and documentary review.

3.7.1 Interview

Interview is a set of questions administered through oral or verbal communication between the researcher and the interviewee (Kothari, 2006). In this study, the

researcher employed semi-structured interviews to collect data from the six (6) respondents – head of departments at PSSSF. For simplicity, the researcher prepared interview schedule and asked questions on the same order to each participant. Through this method six (6) respondents –head of departments from the sample were interviewed

3.7.2 Questionnaire

Questionnaire refers to questions printed or typed in a definite order on a form or set of forms, the respondents have to answer the questions on their own (Kothari, 2006). Kothari (2006) is of the view that through questionnaires respondents has adequate time to give well thought answers and also respondents who are not easily approachable, can also be reached conveniently. The researcher employed five points like Likert scale statements, which required the respondents to answer them. These questionnaires were distributed to eighty four (84) respondents who filled them and the researcher administered filling process. This study employed five-point like Likert scale questions.

3.7.3 Documentary Review

Documentary review is one of the techniques, which are used to obtain various information from various literature including books, journals, research papers and other documentary source relating to a certain field of study. Normally documentation helps to gather qualitative data and measure the consistency of information obtained through other techniques (Kothari, 2006). In this study the researcher used, department reports present at PSSSF. The researcher also employed other documents

from libraries of Open University of Tanzania (OUT), UDSM library and other relevant materials from internet that had relevant information to the study.

3.8 Reliability and Validity of Instruments

3.8.1 Validity

Validity refers to the extent to which a measurement does what it is supposed to do (Kothari, 2006). If a measurement is valid, it is also reliable but if is reliable, it may or may not be valid. In this study data was checked for its accuracy to make sure that they gave valid results. To make the data collection instruments, which in this case were questionnaires, valid and worth, twenty questionnaires were distributed to ten respondents. The test pre-test method was used which aimed at testing understandability of the questions presented in the questionnaires. As regards external validity the researcher assumed and believed that each respondent chosen had rich information.

3.8.2 Reliability

Reliability refers to the consistence, stability, or dependability of the data. The reliability of an instrument is increased by identifying the precise data needed and repeated use of the instrument in field testing (Kothari, 2006). Moreover, Joppe (2012) argues that reliability is the extent to which results are consistent over time and an accurate representation of the total population under study is referred to as reliability and if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable. In order to ascertain reliability of the study, a pilot study was conducted whereby questionnaires were distributed to 10 respondents of PSSSF in order to identify questions that might be

unclear or ambiguous to them. The pilot study also helped the researcher to identify any non-verbal behavior of respondents that could have possibly shown discomfort or embarrassment about the content or wording. The questions that gave ambiguous answers were revised and formatted again so that they gave reliable answers during the final process of data collection.

3.9 Data Analysis

The data obtained in this study was analyzed and presented for interpretation so as to fulfill the objectives of this study. In order to analyze quantitative data descriptive statistics was used while content analysis was applied to analyze qualitative data. The computer software program Statistical Package for Social Science (SPSS) was used in processing the data. Data gathered from interviews were analyzed using content analysis. Content analysis measures the systematic content or what aspects of the message. The data that were analyzed included management perception on the existing training programs and their shortcomings and the level of involvement of employees in planning training programs. The interview aimed at soliciting information related to identification of the current training program at PSSSF to determine how training programs are developed and determining the factors affecting training programs

3.10 Research Ethics

For ethical requirements in the conduct of the study the researcher collected introduction letter for data collection purpose, which was submitted, to PSSSF management seeking for permission for collecting data at the organization. Secondly, respondents were duly informed of the fact that the study is for academic purpose and

that they were under no compulsion to respond to the questionnaire. The respondents were asked to participate voluntarily whilst assuring them of anonymity and confidentiality on the information given. In order to avoid plagiarism, all sources of information were duly acknowledged. In order to avoid plagiarism, sources of information were cited.

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.1 Introduction

This chapter presents the findings of the study. It starts by explaining the general characteristics of the respondents by gender, age, level of education and marital status. The arrangement of this chapter is in three sections: the introduction, followed by findings based on study objectives and lastly discussion of findings.

4.2 Demographic Characteristics of Respondents

The demographic characteristics of the all 90 respondents examined by the study include gender, age, marital status and education level. The descriptions of respondents' demographic characteristics appear in the following sections 4.2.1, 4.2.2, 4.2.3 and 4.2.4.

4.2.1 Gender of Respondents

Regarding the gender of respondents, the findings showed that 62% were males while 38% were females. Since Tanzania has been facing the system of male dominance for a number of decades the speed of change to recognize the role of women in all positions is satisfactory. But in PSSSF women are more constrained with a number of factors thus affecting their involvement in Training Programs compared to men. The Table 4.1 below shows the gender of respondents.

4.2.2 Age of Respondents

The study comprised respondents of different age groups. Results showed that 47.6% of respondents belonged to the age group of 29-38years and 4.8% the age group of

above 48 years. Other age groups are as shown in Table 4.1. The aim of the researcher was to know whether the organization has a mixed composition of age groups for staff and to see whether age affects the training program.

The age group of above 48 years (4.8%) signifies that the organization is having employees who are preparing themselves for retirement hence reduced morale for learning and finally affecting training program. With this regard the PSSSF is not characterized by many people with age above 48 years. Employees are of great motive to learn since most of them are youth who have high potential to raise their career.

4.2.3 Marital Status

The distribution of respondents based on marital status showed that married respondents constituted the majority (59.5%) of survey participants, followed by respondents who are still single (25%) as shown in Table 4.1. Other marital status composing widows and divorce constituted only 15.5% of the survey participants. It was necessary for the study to determine the marital status of the respondents as that could determine what kind of training may be most appropriate.

4.2.4 Educational Level

It was necessary for the study to determine the educational levels of the respondents as that could determine what kind of training may be most appropriate. The findings revealed that the organization has employees of different educational qualifications as shown in Table 4.1. This implies that different levels of training should be planned and systematic may be required to improve their quality.

Table 4.1: Distribution of Respondents According to Demographic Characteristics

Variable	Frequency	Percent
Gender		
Male	56	62%
Female	34	38%
Total	90	100%
Marital status		
Single	23	25.0%
Married	54	59.5%
Other	13	15.5%
Total	90	100%
Age		
18 - 28	28	30.9%
29 - 38	43	47.6%
39 - 48	15	16.7%
Above 48 years	4	4.8%
Total	90	100%
Education		
Certificate	9	10.0%
Diploma	20	22.2%
Bachelor degree	44	48.8%
Master degree	13	14.4%
PhD	4	4.4%
Total	90	100%

Source: Field data (2021)

4.3 Findings from Objectives

4.3.1 Findings from Objective One: The Current Training Practices at PSSSF

The researcher was interested in examining the current training practices at PSSSF.

In this regard, the researcher wanted to know several things. These included whether induction/orientation programs are properly conducted to employees, whether there is availability of on-job training, whether there is availability of off-the-job training agreement on training needs and priorities, availability of training materials and training needs assessment before implementing any training program. These questions were answered by only 84 respondents who were given questionnaires. The outcomes of this inquiry were as follows:

4.3.1.1 Induction/Orientation Programs are Properly Conducted to Employees

When respondents were asked on their comments about whether induction/orientation programs are properly conducted to employees, they responded as follows: 59.4% disagreed and 38.1% agreed while 2.4% of respondents were silent about this concept, as shown in Table 4.2. The findings signify that induction/orientation programs are not well administered at PSSSF as the percentage of disagreement was greater than that of agreement.

Table 4.2: Induction and Orientation Programs are Properly Conducted to Employees

Responses	Frequency	Percent
Strongly disagree	14	16.6
Disagree	36	42.8
Neutral	2	2.4
Agree	25	29.8
Strongly Agree	7	8.3
Total	84	100

Source: Field data (2021)

4.3.1.2 Availability of on-job Training

In order to assess whether employees are given on the job training necessary to perform the task the researcher asked respondents to show their concern on this aspect. The results of this question showed that about 65.4% of the respondents agreed/strongly agreed that on the job training receives its due importance at PSSSF, 32.2% disagreed/strongly disagreed that the job training emphasized while 2.4 % of respondents did not respond to this question. The summary of these findings have been presented in Table 4.3.

Table 4.3: Availability of on-Job Training

Responses	Frequency	Percent
Strongly disagreed	2	2.4
Disagreed	25	29.8
Neutral	2	2.4
Agreed	50	59.5
Strongly Agreed	5	5.9
Total	84	100

Source: Field data (2021)

4.3.1.3 Availability of off-the-job Training

In order to assess whether employees are given training conducted out of the organization the researcher asked respondents to show their concern. The results of this question showed that about 71.4% of the respondents agreed and strongly agreed that off-the-job training is occasionally conducted at PSSSF, 28.6% said off-the-job training is not emphasized. The summary of these findings have been presented in Table 4.4.

Table 4.4: Availability of off-the-Job Training

Responses	Frequency	Percent
Strongly disagree	2	2.4
Disagree	22	26.2
Neutral	0	0
Agreed	50	59.5
Strongly Agree	10	11.9
Total	84	100

Source: Field data (2021)

4.3.1.4 There is an Agreement on Training Needs and Priorities

In order training to produce the desirable results there must be an agreement between the trainer and the trainee on the areas for training and their priorities. Agreement on training needs makes a trainee to own the training program hence motivation to learn. When the researcher asked respondents on whether there is an agreement between trainers and trainees on training needs and priorities, the results were as follows: Fifty five (55.90%) of respondents disagreed/strongly disagreed, 41.6% agreed/strongly agreed and 2.4% did not respond to the question as shown in Table 4.5. From the findings it is seen that the majority of respondents said that there is no agreement on training needs and priorities. This means that most of the training programs are imposed from top management hence not reflecting the needs of trainees. This makes trainees lose interest on the existing training programs.

Table 4.5: There is an Agreement on Training Needs and Priorities

Responses	Frequency	Percent
Strongly disagree	7	9
Disagree	41	46.9
Neutral	2	2.0
Agree	7	6.9
Strongly Agree	28	27.5
Total	84	100

Source: Researcher (2021)

4.3.1.5 Availability of Training Materials

The researcher believes that an effective training should involve transfer learning. Transfer learning is only possible when training materials are provided to trainees. These will enable them to share these materials to non-participants hence multiplying the impact of training. The researcher wanted to know whether the currently training programs are providing trainees with sufficient training materials. The following were the outcomes; 53.6% disagree/strongly disagreed that they are provided with training materials while 42.8% agreed/strongly agreed the fact that training programs are providing trainees with training materials. 3.6% of the respondents were indifferent with the statement. Table 4.6 depicts the findings.

Table 4.6: Availability of Training Materials

Responses	Frequency	Percent
Strongly disagree	8	9.5
Disagree	37	44.1
Neutral	3	3.6
Agree	26	30.9
Strongly Agree	10	11.9
Total	84	100

Source: Researcher (2021)

4.3.2 Findings from Objective Two: Perceived cost for Implementing the Training Program at PSSSF

The researcher was interested in examining the perceived cost for implementing the training program at PSSSF. In this regard, the researcher wanted to know the following: the fact that training program require a substantial amount of money to cater for operations, the fact that training program needs a huge budget, budget

allocated to teaching honoraria is not enough and the fact that a big amount of fund is used in buying training materials. The outcomes of this inquiry were as follows:

4.3.2.1 Training Program Require a Substantial Amount of Money to Cater for Operations

The researcher was interested in examining the fact that training program requires a substantial amount of money to cater for operations. The outcomes of this inquiry were as follows: 58.3 % agreed/strongly agreed with the statement that training program requires a substantial amount of money to cater for operations while 38 % disagreed/strongly disagreed with the statement. 3.6 % of the respondents were indifferent on the subject. These results imply that training program requires a substantial amount of money. Table 4.7 depicts the findings.

Table 4.7: Training Program Require a Substantial Amount of Money to Cater for Operations

Responses	Frequency	Percent
Strongly disagree	5	5.9
Disagree	27	32.1
Neutral	3	3.6
Agree	37	44.0
Strongly Agree	12	14.3
Total	84	100

Source: Researcher (2021)

4.3.2.2 Training Program Needs a Huge Budget for Implementation

The researcher was interested in examining the fact that training program needs a huge budget to be able to implement its operations. The findings from this inquiry were as follows: 58.3 % agreed that training program needs a huge budget to

implement its operations while 38.1 % disagreed/strongly disagreed about the statement. 3.6 % of the respondents were indifferent on the subject. This implies that training program requires a substantial amount of money. Table 4.8 depicts the findings.

Table 4.8: Training Program Needs a Huge Budget to Implement it

Responses	Frequency	Percent
Strongly disagree	9	10.7
Disagree	23	27.4
Neutral	3	3.6
Agree	39	46.4
Strongly Agree	10	11.9
Total	84	100

Source: Researcher (2021)

4.3.2.3 Budget Allocated to Teaching Honoraria is not Enough

The researcher was interested in examining the fact that the budget allocated to teaching honoraria is not enough. The findings regarding this statement were as follows: 61.9 % agreed/strongly agreed that the budget allocated to teaching honoraria is not enough while 35.7 % disagreed/strongly disagreed about the statement. 2.4 % of the respondents were indifferent on the subject. This implies that the budget allocated to teaching honoraria at PSSSF is not enough. Table 4.9 depicts the findings.

Table 4.9: Budget Allocated to Teaching Honoraria is not Enough

Responses	Frequency	Percent
Strongly disagree	8	9.5
Disagree	22	26.2
Neutral	2	2.4
Agree	42	50
Strongly Agree	10	11.9
Total	84	100

Source: Researcher (2021)

4.3.2.4 A Huge Amount of Fund is used in Buying Training Materials

The researcher was interested in examining the fact that a huge amount of fund is used in buying training materials. The findings regarding this statement were as follows: 39.3% agreed/strongly agreed that a huge amount of fund is used in buying training materials while 58.3% disagreed/strongly disagreed about the statement. 2.4 % of the respondents were indifferent on this statement. This implies that amount of fund is used in buying training materials for training program at PSSSF is not huge as required. Table 4.10 depicts the findings.

Table 4.10: A Huge Amount of Fund is used in Buying Training Materials

Responses	Frequency	Percent
Strongly disagree	8	9.5
Disagree	41	48.8
Neutral	2	2.4
Agree	23	27.4
Strongly Agree	10	11.9
Total	84	100

Source: Researcher (2021)

4.3.3 Results from Objective three: Perceived Benefits of Training Programs

In order to know the benefits associated with training programs at the PSSSF the researcher asked questions related to increased job satisfaction and employee work morale, increased skills, knowledge and capacity to adapt to new changes, increased organizational productivity and reduced employee turnover. The findings for the mentioned items have been discussed under here:

4.3.3.1 Training Programs Increase Job Satisfaction and Employee Work Morale

The researcher wanted to know whether the current training programs increase job satisfaction and work morale to employees of PSSSF. The following were the results:

34.6% of respondents disagreed/strongly disagreed with the statement that the training programs increase job satisfaction and 59.5% of respondents agreed/strongly agreed with the statement that the training programs increase job satisfaction and employee morale. These results signify that the benefit of training program on job satisfaction is realized to many employees at PSSSF. Table 4.11 summarizes the results.

Table 4.11: Training Programs Increase Job Satisfaction and Employee Work Morale

Responses	Frequency	Percent
Strongly disagree	4	4.8
Disagree	25	29.8
Neutral	5	5.9
Agree	46	54.7
Strongly Agree	4	4.8
Total	84	100

Source: Researcher (2021)

4.3.3.2 Training Programs Increase Skills, Knowledge and Capacity to Adapt to New Changes

The change of technology has even forced PSSSF to introduce e-government system in its operation. Therefore it is expected that the training programs are designed to increase knowledge, skills and lead individuals to easily adapt to new changes in work procedures and methods. When the researcher asked on the reality of the fact, the following were the results; about 28.5% of respondents disagreed/strongly disagreed with the statement that training programs are designed to increase the required skills, knowledge and they are not making individuals to adapt to new changes, 67.9% agreed and strongly agreed while 3.6% of the respondents were indifferent about the matter. Table 4.12 summarizes the results.

Table 4.12: Training Programs Increase Skills, Knowledge and Capacity to Adapt to New Changes

Responses	Frequency	Percent
Strongly disagree	6	7.1
Disagree	18	21.4
Neutral	3	3.6
Agree	45	53.6
Strongly Agree	12	14.3
Total	84	100

Source: Researcher (2021)

4.3.3.4 Training Programs Increase Organizational Productivity

When the researcher wanted to know whether the training programs increase organizational productivity, the following were the results; about 55.9% of respondents agreed that training programs increase organizational productivity, 9.5% strongly agreed that training programs increase organizational productivity, 21.4% disagreed, 10.7% strongly disagreed with the statement while 2.4% of the respondents were neutral about the matter. Table 4.13 summarizes

Table 4.13: Training Programs Increase Organizational Productivity

Responses	Frequency	Percent
Strongly disagree	9	10.7
Disagree	18	21.4
Neutral	2	2.4
Agree	47	55.9
Strongly Agree	8	9.5
Total	84	100

Source: Researcher (2021)

4.3.3.5 Training Programs Reduce Labor Turnover

When the researcher wanted to know whether the training programs reduces labor turnover, the following were the results; about 52.4% of respondents agree to the fact

that training programs reduce labor turnover, 13.1% of respondents strongly agreed with the statement, 21.4 % disagreed with the statement, 8.3% strongly disagreed while 4.8% of the respondents were indifferent about the statement. The results imply that it is true that training programs reduces labor turnover. Table 4.14 summarizes

Table 4.14: Training Programs Reduce Labor Turnover

Responses	Frequency	Percent
Strongly disagree	7	8.3
Disagree	18	21.4
Neutral	4	4.8
Agree	44	52.4
Strongly Agree	11	13.1
Total	84	100

Source: Researcher (2021)

4.3.4 Results from Interview

The researcher conducted interview with the head of departments at PSSSF on some issues about the training program implementation.

Answers from the interview questions regarding objective one:

One of the things the researcher wanted to know was the current status of the training program practices at PSSSF. In answering this question one of the respondent said

In our organization one of the respondents said:

“In my department we normally conduct induction/orientation. But this process is not conducted every time a new employee is employed. Sometimes a lapse of time passes between one orientations with another. In other words orientation is done occasionally and when the need arises.”

Another respondent, a head of department said:

“In my department orientation is done when we find that there is a new thing to tell our staffs.”

Generally the orientation/induction at PSSSF is done when a need arises. When asked whether the organization do conduct on the job training the responded said:

“Because of the budget constraints, we normally conduct the on the job training rather than off the job training. This helps the organization to do the training for affordable costs.”

When asked whether the organization follows training needs and priorities one of the responds said:

“In most cases we use a top down approach whereby we receive orders from top management. This means if the management sets the needs to the second priority no one has the power to argue about that. Hence the needs and priorities about

Answers to interview questions regarding objective two:

When asked to explain the costs associated with the training program in your organization, one of the respondents reported:

“In our organization there are several costs associated with training programs as follows; cost of training materials Per diems, transportation cost, costs of paying instructors and other operating costs such as electric bills etc.”

Answers to interview questions regarding objective three:

When asked to explain some of the benefits accrued due to training program one of the respondents said

“Benefits of the training program include increased employee satisfaction and increased morale for working, increased skills, knowledge and capacity to adapt to new, increased organizational productivity changes and reduced labor turnover.”

Answers to interview questions regarding objective four:

When asked to explain the challenges they face in implementing the training program one respondent said:

“Most of challenges we face in implementing the training program retaining staff is that the program do not get full support from the company’s management. The top management does not normally communicate to members of staff about training opportunities (transparency) hence sometimes it is not easy for staffs to know there is such opportunity. Furthermore size of the work force is another challenge. If there are few staffs in a department it is not possible to arrange for training program because if the staff go for training there remain a vacant space which needs to be filled”.

Responding to this question another respondent said:

“Sufficient financial resources in the organization support training. However, lack of money in the form of investment in human resources development function and departmental budgets inhibit training in the organization. This is the case facing our organization”.

Responding to this question another respondent said:

“The limited involvement of managers and employees in training issues are linked to their lack of motivation for training. In our organization there is no motivation for training. Another challenge here is the lack of information regarding the need for training, training progresses and training opportunities. Other factors are lack of clear communication, clear training systems, clear procedures or policy and a widely shared understanding of the importance of training and personal development.”

In answering to this question another respondent said:

“Financial resources, human resources and time are factors considered here. Lack of time to attend training on the part of employees due to work pressure; cancellation/ postponement of training opportunities on the part of management to ensure the work load is completed; and lack of time to develop new human resource development initiatives are inhibiting factors. Lack of money in the form of investment in the human resource development function and departmental budgets also inhibit training. On the other hand, sufficient human resource development resources such as time, financial and human resources play a big role in supporting/ encouraging training to employees.”

When asked about methods, which they use in order to mitigate these challenges, one of the respondents (a head of department) said:

“We apply several techniques: We prepare training program budget before the financial year ends, we accommodate in the budget all costs associated with that program. Secondly we involve the staffs in the preparation of the program by considering needs and priorities. We budget time of training not to collide with activities of the organization. We make sure that the training have a special schedule and each trainee knows where he/she is allocated in the schedule.”

4.4 Discussion of Findings

The present study examined factors influencing implementation of the training program in Tanzania. In line with research question one about the current status of training program at PSSSF it was found that there is orientation, which is done occasionally.

Furthermore it was found that there is on the job training, which is done using a special schedule. Likewise there is off the job training, which is done occasionally depending on the activity against number of staffs. This is consistence with the study done by Wanjiku (2016) in Kenya who asserted that on the job training saves cost and time for the employee.

In line with research question two costs of implementing training program, the findings showed that the training program requires a substantial amount of money to cater for operations. These costs are cost of buying materials, and cost of paying honoraria for tutors and instructors and other operating costs. The findings also find that training program needs a huge budget, budget allocated to teaching honoraria is not enough and the fact that a big amount of fund is used in buying training materials.

In line with research question three which wanted to examine the perceived benefits accrued from training program, the findings showed that employee satisfaction and employee increased morale, increase in skills, education which help to go hand on hand with the changes, increased organizational productivity and reduced labor turnover are few among many benefits. These finding are in line with previous empirical findings, which showed that there are some benefits in implementing training program. Empirical works of Khamis (2007) who affirmed that there are some benefits in implementing training program. These findings are in line with the findings of the work of Landa (2018).

Furthermore, study found available strategies for mitigating challenges hindering the implementation of training program at PSSSF including preparing training program budget before the financial year ends, accommodating in the budget all costs associated with that program. Furthermore, the departments involve the staffs in the preparation of the program by considering needs and priorities. They also budget time of training and make sure that the training have a special schedule and each trainee knows the allocated schedule. This results support findings of Ali (2016) who found that involving the staffs in the preparation of the program by considering needs and priorities has a good reputation to the organization.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of main findings, conclusion, recommendations and areas for further study.

5.2 Summary of the Main Findings

This study looked at the factors affecting implementation of the training program at PSSSF. The following are the main findings: The Findings indicated that new employees are not properly oriented at PSSSF and sometimes a lapse of time passes between one orientations with another. The findings indicated that there is no agreement on training needs and priorities, no sufficient training opportunities and there is a shortage of training materials and inadequate training needs assessment at PSSSF. The findings also showed that there are several costs associated with training program include cost of paying instructors and cost of training materials. Benefits obtained by training program included employee satisfaction, organizational productivity, increaser skills and knowledge and reduced labor turnover. The findings also showed some challenges hindering implementation of training program including huge budget needed and unawareness of needs and priorities among employees.

5.3 Implication of the Study

The findings of this study showed that training programs at PSSSF are not well planned. They are constrained by a number of factors. More than that the study has contributed that effective training program should be backed up by training and

development policy. As far as research study is concerned, the contribution of knowledge will be to the following area:

5.4 Conclusion

The study was conducted basing on research questions. The main research question was to determine the factors affecting the implementation of training programs among employees of public institutions in Tanzania. It was concluded that training program is not practiced adequately at PSSSF. In some cases employees are not involved on prepares trainings at the end of the day the majority of training is not an adequate.

Management should see training programs as the better way of motivating employees. Several costs are associated with training program some of them are payment for trainers, training facilities, cost of venue, honoraria cost, transportation cost and per diem in case of off-job training. There are some benefits obtained because of the training program such as motivation to employees, increase productivity. Also there are some challenges hindering the implementation of the training program at PSSSF such as insufficient budget for training, lack of training need assessment.

5.5 Recommendations of the Study

In order to reap the full benefits of a training initiative, it is recommended that PSSSF should ensure that the following are instituted at their work place:

5.5.1 Conduct Training Needs Assessment before Training

Identification of training needs should be done more professionally in conjunction with the line manager as well as the individuals involved together with the HR personnel. Everyone involved should agree exactly to what the trainees are lacking,

for instance what skill is needed, and what attitudes need to be changed toward work performance. The needs identified should emanate from PSSSF, which also cover departmental/ sectional/ teams and individual plans. PSSSF should see learning, training and development as well as training's objectives, plan, implementation and evaluation as a continuous process for organizational development and survival. Through this process, gaps in knowledge, skills, and attitudes required for the organization, department and individuals to reach their potential, will become evident.

5.5.2 Set Clear Objectives and Defined Policy for Training

This will enable the design of a carefully planned program of training. The program should address such questions as; who is to be trained and why? What should they be taught? Where and how should the training be undertaken, and by whom? How will the training be assessed and evaluated? The expected results of training should be understood clearly and realistically and be seen as reasonably attainable.

5.5.3 Involve Trainees in Setting Training Programs

It is important that staff themselves should feel a sense of involvement and know how they can play their part in achieving the goals and objectives of the organisation. They should be given ownership and partnership in the training process.

5.5.4 Create More Opportunities for Training

Consideration must be given to external courses and training opportunities linked to the educational system. These include programs designed to provide improved employment opportunities and centered on standards of occupational competence.

Training needs should be considered on the basis of overall company objectives. The goals of the company should determine what training programs are to be organized for staff. Staff should be motivated to add value to themselves and to their lives.

5.6 Limitations

PSSSF has service centers in all regions in Tanzania. The research intended to cover the whole population area. This could have required a lot of time and financial resources to cover the whole population. This study covered only one area that is Dar-es-Salaam Zone due to limited time and financial resources. Secondly, some respondents were persistent in revealing some information.

5.7 Delimitations

Since Dar Es Salaam has a large percentage of the population of his study, the sample size selected mostly involved respondents from this area, hence generalization is possible. Secondly, about respondents' persistence to give information, after informing them that this study was for academic reasons and that the information was to be treated confidentially, they accept to participate voluntarily.

5.8 Area for Further Study

The researcher recommends the future researchers to commit their efforts towards the following areas; to investigate the factors effecting training programs at other organizations for example other public organizations and private organizations. The same study can be conducted covering big area, or using larger sample size as compared to the sample size of this study.

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APPENDICES

Appendix I: Questionnaire

Part 1: Introduction

Dear respondent, my name is Mr. Tumgonze Simeon Kabigumila, a Master of Business Administration (MBA) student at the Open University of Tanzania. I am carrying out a research on factors affecting the implementation of Training Programs among employees of Public Institutions in Tanzania: The case of Public Service Social Security Fund as part of the requirement for the award. I have sampled you as a person suitable to provide the information required. I request you to spare part of your valuable time to fill this questionnaire. Your assistance in filling and returning the questionnaire is greatly valued. The information you provide will be treated ethically with the degree of anonymity and confidentiality it deserves.

Part 2: Questionnaires- Personal information

1. Your age (please tick the appropriate answer)

Below 18 years ()

18 - 28 years ()

29-38 years ()

39 – 48 years ()

Above 48 years ()

2. Gender (please tick the relevant answer)

a) Male () b) Female ()

3. Marital Status (circle the relevant answer)
- a. Single b. Married c. Others
4. Academic qualifications (please tick the relevant answer)
- a. Certificate () b. Diploma () c. Bachelor Degree () d. Master Degree () e. PhD ().
5. How long have been working at this organization? (circle the relevant answer)
- a. 1-5years () b. 6- 10 years () c. 11-14 years d. 15 – 19 years e. Above 20 years ()

SECTION A: Current status of Training Practices at PSSSF

Please read each statement and, then circle one of the five numbers against it. The number you choose to circle should be the number that represents the extent to which you agree with what the statement is saying about you and your job, where:

1 = Strongly Disagree (SD); 2 = Disagree (D); 3 = Neutral (N); 4=Agree (A); and 5=Strongly Agree (SA).

Statements	SD	D	N	A	SA
1. Induction/orientation courses are properly conducted to employees	1	2	3	4	5
2.Organization have on–job training					
3.Organization have off-the-job training	1	2	3	4	5
4.There is an agreement on training needs and priorities	1	2	3	4	5
5.There is an availability of training materials at PSSSF	1	2	3	4	5

SECTION B: Perceived Financial Costs

Please read each statement and, then circle one of the five numbers against it. The number you choose to circle should be the number that represents the extent to which you agree with what the statement is saying about you and your job, where:

1 = Strongly Disagree (SD); 2 = Disagree (D); 3 = Neutral (N); 4=Agree (A); and 5=Strongly Agree (SA).

Statements	SD	D	N	A	SA
1. Training program require a substantial amount of money to cater for operations.	1	2	3	4	5
2.Training program needs a huge budget	1	2	3	4	5
3.Budget allocated to teaching honoraria is not enough	1	2	3	4	5
4.A huge amount of fund is used in buying training materials	1	2	3	4	5

SECTION C: Perceived Benefits of Training Program

Please read each statement and, then circle one of the five numbers against it. The number you choose to circle should be the number that represents the extent to which you agree with what the statement is saying about you and your job, where:

1 = Strongly Disagree (SD); 2 = Disagree (D); 3 = Neutral (N); 4=Agree (A); and 5=Strongly Agree (SA).

Statements	SD	D	N	A	SA
1.Training Programs increase job satisfaction and work morale	1	2	3	4	5
2.Training programs increase skills, knowledge and capacity to adapt to new changes	1	2	3	4	5
3. Training increases organizational productivity	1	2	3	4	5
4. <u>Training reduces labour turnover</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>

Appendix II: Interview Guide

1. What is the current status of training program in your organization?
2. What are the costs associated with the training program in your organization?
3. Are there any benefits associated with the training program in your organization?
4. Are there any challenges faced by your organization in implementing training program in your organization?
5. What are measures taken to improve trainings programs at your organization?

THANK YOU VERY MUCH FOR YOUR KIND CO-OPERATION!

Appendix III: Research Clearance Letter

THE OPEN UNIVERSITY OF TANZANIA

DIRECTORATE OF RESEARCH, PUBLICATIONS, AND POSTGRADUATE STUDIES

P.O. Box 23409 Fax: 255-22-2668759
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Ref: PG201802963

11/10/2019

Mkurugenzi Mkuu
PSSSF
SLP 1501
DODOMA

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an act of Parliament no. 17 of 1992. The act became operational on the 1st March 1993 by public notes No. 55 in the official Gazette. Act number 7 of 1992 has now been replaced by the Open University of Tanzania charter, which is in line the university act of 2005. The charter became operational on 1st January 2007. One of the mission objectives of the university is to generate and apply knowledge through research. For this reason staff and students undertake research activities from time to time.

To facilitate the research function, the vice chancellor of the Open University of Tanzania was empowered to issue a research clearance to both staff and students of the university on behalf of the government of Tanzania and the Tanzania Commission of Science and Technology. The purpose of this letter is to introduce to you **Mr. Tumgonze Simeon Kabigumila, Reg. No. PG201802963** who is a Pursuing **Master Degree of Business Administration**. We hereby grant this clearance to conduct a research titled: **“Factors Affecting the Implementation of Training Programs among Employees of Public Institutions in Tanzania: The Case of Public Service Social Security Fund (PSSSF)”**. He will collect his data in Dar es Salaam Region between 19th July 2020. The research will be conducted in Dar es Salaam Region.

In case you need any further information, please contact:

The Deputy Vice Chancellor (Academic); The Open University of Tanzania; P.O. Box 23409; Dar Es Salaam. Tel: 022-2-2668820

We thank you in advance for your cooperation and facilitation of this research activity.

Yours sincerely,

Prof Hossea Rwegoshora
For: VICE CHANCELLOR
THE OPEN UNIVERSITY OF TANZANIA

