

**THE IMPACT OF TRAINING AND DEVELOPMENT ON EMPLOYEE JOB  
PERFORMANCE: A CASE OF CUHAS BUGANDO MWANZA**

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ACCOUNTING OF THE OPEN UNIVERSITY OF TANZANIA**

**2022**

**CERTIFICATION**

The undersigned certifies that he has read and here by recommends for acceptance by The Open University of Tanzania a a research report entitled; “The impact of training and development on employee job performance: a case of CUHAS Bugando Mwanza.” in partial fulfillment of the requirements for the award of degree of Masters in Businesses Administration (MBA)

.....

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I, **Daniel Nkuba**, do hereby declare that this dissertation is my own original work. It has not been presented and will not be presented to any other University or High Learning Institutions for a similar or any other degree award.

A handwritten signature in blue ink, consisting of several overlapping loops and a vertical stroke, positioned above a dotted line.

**Signature**

.....  
**Date**

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## ABSTRACT

The purpose of the study was to examine the impact of training and development on staff performance: the case of CUHAS Bugando Mwanza. The study employed a cross-sectional design to measure the specific entity of interest. A total of 80 individuals were interviewed using semi-structured questionnaire and interview guided questions. Research has shown that CUHAS staff are more likely to attend training and development programs that have contributed to skills development and increased performance. In addition, the results have shown that training and periodic employee development programs contribute positively to the growth rate of motivation and thus encourage a spirit of collaboration that contributes directly to increased productivity. In addition, the results show that training closes the gap between job requirements and the skills required to perform the tasks specified in the job requirements and thus increase performance. In general, the findings of the study indicate that role training and development that may be needed to improve staff performance through the development of skills are needed for employees to perform their duties. Finally training enhances employee performance by influencing positively job satisfaction by enhancing staff/supervisor/customer relationships at work; the employee's ability to use their own initiatives and skills at work; opportunities for pay and promotion; and by influencing the work activities. The study recommends that training should be conducted time to time to ensure that employees have the necessary engagement to change processes, innovation; better performance and job enthusiasm for enhanced employee and organizational performance.

**Keywords:** *Training, Development, employee performance and skills*

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**LIST OF ABBREVIATIONS**

CUHAS	Catholic University of Health and Allied Sciences
ERP	Employees' Retraining Programs
HR	Human Resource
HRD	Human Resource Development
HRM	Human resource Management
HR T&D	Human Resource Training and Development
ISW	Institute of Social Work
SPSS	Statistical Package for Social Science
TANESCO	Tanzania Electric Supply Company Limited.
T&D	Training and Development
URT	United Republic Of Tanzania

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background of the study**

Staff performance depends on a variety of factors. But the most important thing in staff performance is training. Today training is a very important factor in the business world because training enhances the efficiency and effectiveness of both employees and the organization (Alipour, 2019). Training is important to develop staff skills. Employees with more work experience are doing better because there is an increase in both skills and competence due to the increase in work experience.

For any organization that is competitive in its field of operation it will consider training as one of the things that can help it get there. On the other hand, this means that an organization that invests in its employees with strong training so that employees have the necessary skills, will give the organization more opportunities than its competitors. According to Chabra (2015), Training and Development is essential for any business to develop and function as a continuous process of developing the capacity of employees to meet current and future performance. In addition, employees are an important asset (assets) of an organization. It offers competitive advantage at any level: individual, organization, and community. In addition, it contains individual or employee growth and overall staff growth as the organisation's employees develop the organization, the organization will improve significantly and the workforce will increase. The training enhances the efficiency and effectiveness of both employees and the organization. An employee with more

experience in the workplace works better because there is an increase in both your skills and abilities due to the increased work experience.

Tanzania National Development Vision 2025, visualizes Tanzania as a highly educated and educated society. In order to be a competitive nation, skills development must be paramount. Skills development is essential for skills development for employees to do their job, Kibibi (2011) emphasizes that existing training and development programs are sometimes poorly planned, unorganized and poorly organized. It will always have a positive impact on the performance of employees and the organization

In Tanzania local staff must be flexible and successful in their organizational activities which they must acquire and acquire the latest heights, knowledge, skills to enhance the value of the organization and meet its objectives. Every new employee in the organization needs to be successfully trained to develop technical skills and integrate them as part of an organization. Training and development is an area that each organization must address, and its main program is to improve the skills of staff so that the organization can be more efficient and effective (URT, 2019)

As CUHAS Bugando Mwanza employees join organizations from a variety of backgrounds (education, culture, political parties, economic status, etc.) they need to be trained to develop a positive work ethic and perform well. Lack of effective training can be a major factor in organizational failure and staff performance. The question is how the training provided to the employee by the management of the organization has contributed to the effective development of the employee and the organization. Staff training has played a role in changing the organisation's



performance and the gap remains unknown as to how staff training contributes to the organisation's performance improvement. In addition, organizational performance depends on the performance of the employee because the organization's human resources play an important role in the growth and performance of the organization. Therefore, to improve the organization's performance and development, training is provided to the organization employee.

## **1.2 Statement of the Problem**

Training employees while on the job is the paramount skills development strategy that every organization is professionally advised to capitalize on for it to achieve its objectives. The National Employment Policy (draft), 2017 point out that human capacity plays a critical role in overall employment promotion, increased productivity and poverty reduction. This position is often the result of solid education and training. However, the Tanzania National Development Vision 2025, envision Tanzania to be a well educated and learning society. To be a competitive nation, skill development must be of paramount importance. Skills development is important in developing competencies for employee to perform their duties, Kibibi (2011) highlights that, training and development programs in place sometimes are poorly planned, not systematic and not coordinated. Also the low budget allocation may hamper the implementation of training and development programs. But, if well planned the training and development, will always bring forth the positive impact on the performance of the staff and the organization. Komba, (2012) examined the relationship between on-the-job training and staffing of shipping companies in Dar es

Salaam, Tanzania and found that efficiency depends largely on the training and development of highly trained staff and development programs.

Tanzania conducted a study on Factors Inhibiting Effective Staff Training by (Viscal Kihongo, 2015) of the Institute of Social Work (ISW), Dar es Salaam in which it identified various factors that undermine staff training in Tanzanian authorities. These issues include a lack of funding due to insufficient budgets for staff training, mismanagement as bias, high management support because some managers did not value staff training as a priority, lack of effective training policies and training programs initiated by local managers, and inconsistencies in staff training. In fact, the fragmentation of the training work has led to improper planning, use and testing of staff training. It is therefore up to the local authorities to determine how they can address these identified disruptions and to submit proposals for this study to the ongoing process of local government reform to increase the training of local government staff to enhance the efficiency of these key institutions and meet people's aspirations.

Despite the positive relationship between training and development and employee performance, there is still little understanding on that crucial relationship. Thus provide the rationale to undertake this study entitled “assessment of the impact of training and development on employee job performance: A case of CUHAS Bugando Mwanza”

### **1.3 Objectives of the study**

#### **1.3.1 General Objective**

The general objective of this study was to assess the impact of training and development on employee job performance: A case of CUHAS Bugando Mwanza.

### **1.3.2 Specific Research Objectives**

- i. To find out types of training provided to develop staffs on employee job performance at CUHAS Bugando Mwanza
- ii. To examine the methods used to train and develop staffs on employee job performance at CUHAS Bugando Mwanza.
- iii. To examine the factors determining implementation of the training and development within CUHAS Bugando Mwanza.
- iv. To gather plausible measures that have to be taken to improve training and development programmes in institution performance.

## **1.4 Research questions**

### **1.4.1 General research question**

The main research question of this study is “what are the impact of training and development on employee job performance”: A case of CUHAS Bugando Mwanza?

### **1.4.2 Specific Research Questions**

- i. What are the types of training provided to develop staffs on employee job performance at CUHAS Bugando Mwanza?
- ii. What are the methods used to train and develop staffs on employee job performance at CUHAS Bugando Mwanza?
- iii. What are the factors determining implementation of the training and development within CUHAS?
- iv. What are the plausible measures to be taken to improve employees training and development programme?

### **1.5 Significance of the study**

Many organizations use a significant amount of their resources to train and develop employees with a view to improving the overall performance of employees. As a successful training program should have a direct impact on organizational performance, the research is therefore intended to determine how staff performance increases through training and development programs in the institution. In addition to being a management tool for problem solving, the rational and comprehensive presentation of research helps to serve as a useful reference for students, researchers and other students of management studies on this very important topic of training and development.

Finally, the research recommendations would benefit the general public on the impact of training and development on staff „workplace. Data can also be used as primary data for future relevant research.

### **1.6 Scope of the study**

The study focuses are to assess the impact of training and development on employee job performance: A case of CUHAS Bugando Mwanza Region was a case study where some employees and managers were selected as the study sample.

### **1.7 Organization of the study.**

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

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

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Overview**

This chapter was outlining the impact of training and development on employee job performance: A case of CUHAS Bugando Mwanza. The literature also surveys and highlights some more general observation that was made in development of various literatures on the effects of training and development on employees' performance at their working areas. This chapter was providing the literature review on theoretical and empirical literature review. The focus is on the concept and impact of training and development on employee's performance.

#### **2.2 Conceptual Definitions**

##### **2.2.1 Training and Development**

According to Edwin et al (2014) the training equips the business owner with the knowledge and skills to perform his or her duties effectively and organizations recognize the importance of focusing on personal factors in order to improve their productivity. The notion that explains this is that staff training and / or development programs help to bring about a change in employee-related work ethic.

Training and development as mentioned in Cole (2012) is a learning activity aimed at acquiring specific knowledge and skills for the purpose of a job or activity. Focused training for a job or activity for example, the need for efficiency and safety in the operation of certain machines or tools, or the need for effective marketing power to name a few.

### **2.2.2 Employee Performance**

Deadrick and Gardner's (2017) defined the performance of employees as a record of the results obtained, for each job, over a period of time. Viewed in this way, performance is defined as the distribution of the obtained results, and performance can be measured using various parameters that define the employee's performance over time. On the other hand, a recent explanation provided by Saeed et al (2013) describes the performance of an employee as a masterpiece of completing tasks within defined boundaries. In addition, for the job to work there must be flexibility that needs to be taken care of.

## **2.3 Theoretical Framework**

This research was focused on three theories that are relevant to training and development and employee performance. These theories include; Human Capital theory, (Becker 1964) and Social Learning theory, (Bandura, 1977) and Herzberg two factor theories in 1959.

### **2.3.1 Herzberg two factor theory**

Herzberg (1959) proposed that job satisfaction is contained by two separate and independent dimensions which he named hygiene factors and intrinsic factors. These factors cannot be plotted on one continuum, instead of that; they consist of two separate and distinct continua. According to Herzberg the opposite of job satisfaction is not just dissatisfaction but rather a simple lack of satisfaction. Likewise, the opposite of job dissatisfaction is not just satisfaction but rather “no dissatisfaction.” Herzberg mentioned the hygiene factors that are used to address issues which are external to the job, these factors include job security, pay, status, working conditions

and the like. The absence of these factors cause dissatisfaction in the working places, however even when they are present, they are not potent enough to satisfy or motivate human resources just because they are external.

As explained by Tieten and Myers (1998), the intrinsic dimension describes that the motivators use to address issues that are normally bound up with the job. Example of these issues includes the recognition and possibilities for the growth and advancement. Actually, when they are present, they help motivators in gaining enough power to satisfy employees as well as motivating them because of their close association with the need for self- actualization that the ultimate intrinsic drive.

On the other hand, the absence of these motivators does not greatly cause dissatisfaction. The two-factor theory helps in offering managers some guidelines for making their staffs more content on the job as well as more productive, and this theory will be the pillar of the study.

### **2.3.2 Human Capital Theory**

Human Capital theory was proposed by Schultz (1961) and developed extensively by Becker (1964) who classified expenditures on human capital as investment rather than consumption. Human capital can be defined as knowledge, skills, attitudes, aptitudes, and other acquired traits contributing to production. Human capital theory suggests that education or training raises the productivity of workers by imparting useful knowledge and skills, hence raising workers' future income by increasing their lifetime earnings (Becker, 1964). In Becker's view, human capital is similar to "physical means of production", e.g., factories and machines: one can invest in human capital (via education, training) and one's outputs depend partly on the rate of



return on the human capital one owns. Thus, human capital is a means of production, into which additional investment yields additional output. Human capital is substitutable, but not transferable like land, labour, or fixed capital.

### **2.3.3 Social Learning Theory**

Social learning theory was developed to describe and predict how people learn from observation. Bandura, (1977) observational learning is controlled by processes of attention, retention, and reproduction. From social learning theory, a number of rules can be derived for optimal training conditions. For example: When modelling a task, give the learner a verbal model to guide performance. The best verbal models will give rules for the responses of the task, but will be as simple as possible and easy to remember. The trainee is most likely to learn to reward himself for a good job performance if he comes to feel that the work, he is performing is very important to him and to the company and that he has significant control of the work outcomes. Social learning theory has been applied to industries through training methods. The theory has been used to teach managers to deal more effectively with human relations problems occurring on the job, and to predict which subordinates will imitate the behaviour of their supervisors. A number of companies have trained their supervisors to deal more effectively with various interpersonal job problems (such as motivating the poor performer, overcoming resistance to change, handling a discrimination complaint (Bandura, 1977).

## **2.4 Empirical Literature Review**

The empirical literature review is concerned with the provision of information from the previous study related to the topic of the study, aiming at finding the research gap or using the collected information to fill in the current study.

### **2.4.1 Empirical literature review Worldwide**

Kum et al (2014), studied the Impact of Training and Development on Employee Performance. The study was conducted in South Africa. The methodology used was quantitative. Results concluded that companies whose investment perspective is on human resource management view training as an opportunity to increase long term productivity. Investing in training and development is imperative for any organization, which will certainly realize a return on its investment in training and developing its workers. Workers are essentially assets to an organization and should therefore be treated as human capital. The more that is invested in them, the more that can be expected from them in terms of performance behavior which can give the organization its competitive edge. Nonetheless, this study is different from the current study for it has only mentioned how training can improve performance, but has not described how training can be used to improve performance.

Imram (2015) analyzed the impact of training and performance on bank employees. The study was conducted in Pakistan. Most findings that most employees agree with these statements make it clear that training and development have had a positive impact on their work experience, quality and quantity, performance skills, motivation and honesty and all these are linked to hard work or moderate performance. However, the author elaborated on the training methods and strategies that need to be

in place to achieve the greatest impact of training and development programs at the organizational level.

Hameed, (2015) in England wrote a study examining the theoretical framework and models associated with staff formation and the impact of these types on employee performance. The authors say that employees are an important factor in an organization. Employee performance has a significant impact on the success or failure of an organization. For that reason, companies are heavily involved in human resource development and have invested heavily in this. Research has highlighted important variables. The difference was; skills development, staff learning, staff status, independent learning and staff performance. The proposed model was also discussed in the paper to explain the relationship of identified items and staff development. The newspaper also said that staff performance ultimately contributes to the smooth running of the organization.

There were three parts to the study. The first part contained an introduction that provided a brief overview of staff development and its impact on staff performance. The next section examines the theory and studies of previous research that apply to staff performance. Under the latter part of the study, a model was proposed and a discussion was conducted to further model the model. Some of the findings of this study that point to training and development are important for staff development as well as performance. And improved staff performance enhances organizational performance.

### **2.4.2 Empirical Literature Review in Africa**

Obi-Anike and Ekwe (2014) investigate the impact of training and improving organizational performance. The study was conducted in Enugu-Nigeria. The purpose of this study was to assess the impact of training and development on the organisation's performance in the public sector. A research method was used to collect data. The findings revealed that effective training is an investment for the organisation's employees, with immediate and long-term returns. It is not uncommon for this study to be different from this study because it puts a lot of effort into pleasing the training and performance of the organization while the current research will focus on the development of staff skills and how skills contribute to the organization.

Tukunimulongo (2016) looks at Outcome of Workplace Training. The study was conducted in Kakamega - Kenya. The study adopted a descriptive research design. The results concluded that there are more on-the-job training programs that have more opportunities to improve the performance of employees in community organizations than in non-governmental organizations. Training and development is often used to close the gap between current play and future performance. This study is different from the current study because it only mentions the availability of training programs that can increase staff performance and fail to demonstrate the impact of such training.

Tukunimulongo (2016), observed the Effect of on-the-Job Training on Employee Performance. The study was conducted in Kakamega –Kenya. The research adopted a descriptive research design. The results concluded that, there are on-the-

jobtraining programs that are more likely to enhance employee performance in public organization than in organizations without. Training and development are often used to close the gap between current performances and expected future performance. This research differs for the current study because it has only mentioned the availability of training programs that can enhance employee performance and it has failed show the impact of those training.

Komba, (2012). studied the impact of training and development on staff performance. The study was conducted in South Africa. The method used had many features. The results concluded that companies that have invested in human resource management see training as an opportunity to grow long-term productivity. Investing in training and development is essential for any organization, which will see the benefits of its investment in training and development of its employees. Employees are actually assets to the organization and should therefore be treated as employees of the people. When more money is invested in them, more is expected of them through their behavior which can give the organization a competitive advantage. However, this study differs from the present study in that it only highlights how training can improve performance, but does not explain how training can be used to improve performance.

#### **2.4.3 Empirical Literature Review in Tanzania**

Mndeme (2018), Conducted research on factors that limit the effective implementation of training programs in private organizations in Tanzania. The study was conducted on Tanzania Electric Supply Company Limited (TANESCO). The method used was the method of litigation. The findings revealed that in addition to

the various training programs being developed and implemented by different organizations most of them seemed to experience the failure or design of the program or implementation phase. However, this study also looks different from the current study as it has shown that training programs fail and this study aims to look at the results of training.

Hasassa, (2019) investigated the impact of Management Training and Performance Management on Public Sector Organizations. The purpose of this study was to determine the impact of the training and development of administrative staff in the Office of the Deputy President. The researcher used the story structure to gather the information needed to analyze it. The findings of this study revealed that there is a strong correlation between training and staff development.

However, the study did not examine in depth what factors should be present in an organization to make training more effective. Now, the findings of this study indicate that teachers' performance was good even though their training program was inadequate. Although many teachers do their part according to the rules of conduct, as evidenced by the early reporting on the school, they conduct student examinations and tests. An important relationship between internal motivation and teacher performance has also been found at Ilemela Mwanza High School. On the other hand, a positive relationship is revealed between excessive motivation and teacher performance, which means that more motivation affects teacher performance in Ilemela.

Mlingi et al (2017) examined existing relationship between on-the-job training and employee's performance, the study was conducted in Dar es Salaam-Tanzania. The

study used Correlation survey methodology where by questionnaires were used as research instrument. Results revealed that the on-the-job training to a big extent leads to an improved employee's performance but still it is not the sole factor that leads to good performance rather it is a combination of factors and the rest of the factors are those that were suggested. Never the less, this study differs from the current study because it has only generally highlighted that training leads to good performance, and has said nothing on the specific skill development that may lead into improved performance.

Kihongo (2011) explored the factors inhibiting effective staff training; the study was conducted in Temeke Municipal and Kisarawe District Council. The results of this study helped to identify various factors which undermine staff training in Tanzania's local authorities. These stumbling blocks include lack of funds due to inadequate budgets set aside for staff training, malpractices such as favoritism, poor top management support because some managers did not treat staff training as a matter of priority, the absence of viable training policies and training programmes initiated by the local authorities, and the fragmented nature of the staff training. However, this study differs from the current study on the sense that, this study will look into the impacts of staff training, while the researcher of this study concentrated much in the factors that inhibit training of the staff in the public sectors.

## **2.5 Research Gap**

Textbooks and courses in training and development highlight other aspects of training and practice development without in-depth analysis of the impact of training and development on staff performance such as Lukosi (2015), Mlingi et al (2012),

Obi-Anike and Ekwe (2014); also, the studies referred to were done some years ago so it is possible that the findings they produced are out of date. The vacancies listed in the studies conducted as listed above have encouraged the researcher to conduct in-depth research into the impact of training and development on staff performance at CUHAS Bugando Mwanza.

## **2.6 Conceptual Framework.**

It is narrative outline or diagrammatic presentation of variables to be studied in hypothetical relationship between and among the variables. (Smyth, 2004); therefore, it shows the relationship between dependent and independent variables. Figure 2.1 which show the conceptual framework gives a clear indication of the independent & dependent variables: The dependent variable for this study were employee performance, while the independent variables were types of training, method of training

## **2.7 Independent and dependent Variables**

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

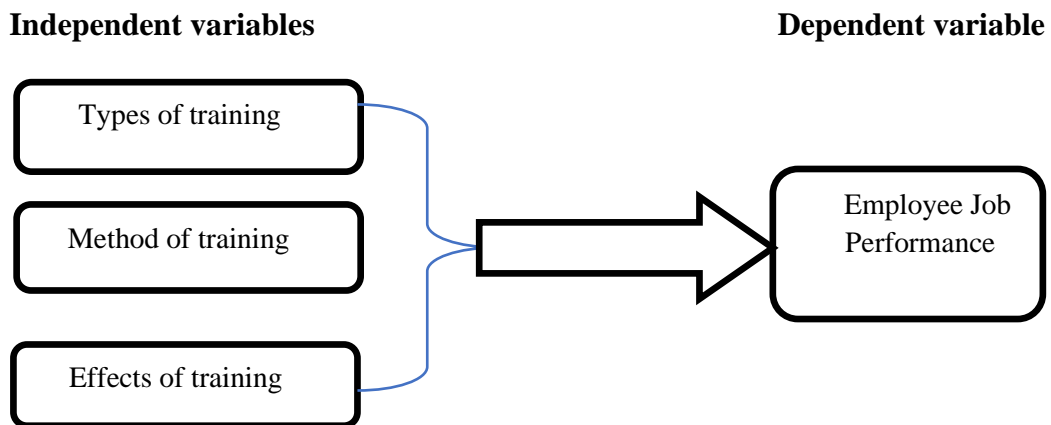
Types of training: How the choice of training method has an impact on the employee performance. Basing on the literature cited, not a single training type is superior to the other for every type of the training fits into the organization training and developments need of a particular organization. (Kohlrausch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

Method of training: The method used to deliver training will have a part to play in delivering the expected results. According to Raheja (2015), there are two methods



of training that is, on the job training and off the job training. The researcher was developed questions to explore the of the respondents on how the method of training improves employee performance Kihongo (2011).

Effects of training and development: Organization growth is dependent on a number of factors, training being one. Employee training influences the overall organization performance (Nassazi, 2013). Not only that, Training and development has advantages of increasing employee morale and job satisfaction which in return increases performance, furthermore, a well-trained employee is more acquainted with the job hence less supervision (Onyango & Wanyoike, 2014). in addition to that, training bridges the gap of knowledge of deficiencies that is brought by about changes in technology and working conditions (Gidey,2016). The researcher was therefore, analyses the effects of the training that the respondents has acquired.



**Figure 2.1: Conceptual Framework**

**Source: Researcher (2021)**

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Chapter overview**

Research methodology encompasses concepts such as research designs, target population, sample size and sampling procedure, data collection instruments and data analysis procedure. Therefore, this section discusses the methodology of the study on the area surveyed, sampling procedures, data collection methods and analysis methods.

#### **3.2 Research Philosophy**

This study was commissioned by the Positivism research paradigm. Paradigm is a term used to describe a method of social research that relies heavily on scientific evidence, such as experiments and statistics, to express the true nature of the way society works. In addition, in the study of positivism the role of the researcher is limited to collecting and interpreting the data using a straightforward approach and the findings of the study are often recognized and evaluated. In addition, in the study of positivism the researcher is independent of the study and there are no provisions for personal interests within the study. As a general rule, positivist studies generally adopt a mitigating approach. Studies with a positivistic paradigm are based solely on facts and view the world as external and objective. (Gauarag, 2009).

#### **3.3 Research Design**

Research design is the arrangement of conditions for collecting data analysis in a manner that aims to combine relevance to research purpose with economy in

procedure. It is the conceptual structure within which research is conducted (Kothari, 2006). Research design to be adopted in this study are descriptive research design including case study. The selection was deliberately due to its relative advantage over the other designs, survey and experimental designs.

### **3.4 Area of the Study**

The study was carried out at the Catholic University of Health and Allied Sciences (CUHAS) Bugando in Mwanza. CUHAS Bugando Mwanza was purposively selected because it is an outstanding Tanzanian Catholic University, leading in health care, training, research and consultancies in the country and it is therefore expected that in most cases training policies (if available) are being implemented there. The results from this study were expected to give concussive evidence of on the implementation of the training policy at CUHAS Bugando Mwanza

### **3.5 Population of the Study**

For this study, populations of this study were the staff at Catholic University of Health and Allied Sciences (CUHAS) Bugando in Mwanza. According to Saunders et al (2009), population refers to full set of cases from which sample for the study will be selected. A total of 138 respondents were used as a population who consider the true representative population, whereby all respondents was obtained from Catholic University of Health and Allied Sciences (CUHAS) Bugando in Mwanza

### **3.6 Sampling techniques and sample size**

#### **3.6.1 Sampling Techniques**

This study used a Sampling Techniques in which all factors in humans were expected to have an equal chance of being selected. Sample probability is often associated

with research-based research in which the researcher needs to consider from a sample of the population to answer research questions or meet research objectives (Saunders, Lewis, & Thornhill, 2012). In sampling, sample units were randomly selected. When done correctly, opportunity sampling ensures that the sample is representative (Hair, Anderson, Tatham, & Black, 2003)

### 3.6.2 Sample size

The selection of sample size in this study based on the rule given by (Curry and Rick, 2006) that recommended a sample of 10% for a population of 101-1000 respondents for descriptive studies. The sample selected was enable the researcher to provide answers to the research questions and came up with comprehensive, reliable and accurate data. The study were involve a population of 130 staff at Catholic University of Health and Allied Sciences (CUHAS) Bugando in Mwanza(CUHAS, 2020) in the study area from which the sample size was 98 respondents. The sample size is determined by applying the formula given by Kothari, 2004.

$$n = \frac{NZ^2pq}{(N-1)e^2 + Z^2pq}$$

Where:

n= Size of sample

N = Size of population targeted

e = acceptable error (0.05)

Z = confidence level 95%, for statistical value of 1.96

P = sample proportion of the problem to occur

q = sample proportion of the problem to not occur (q=1-p)

$$n = \frac{130 * 1.96^2 * .5 * .5}{(130 - 1) * .05^2 + 1.96^2 * .5 * .5}$$

$$n = 98$$

### **3.7 Methods of Collecting Data**

To fulfill the purpose of the study, primary data and secondary data were obtained Using; interviews, observation and questionnaires for Primary data while documentary reviews was used to obtain secondary data.

#### **3.7.1 Questionnaire**

In this way the 88 questionnaires were sent to the relevant respondents with requests to answer the questions and return the list of questions. The questionnaire consists of a number of questions printed or typed in a specific order on the form or set of forms. The questionnaire was sent to the respondent staff of the Catholic University of Health and Allied Sciences (CUHAS) Bugando in Mwanza. In this method of data collection an open or closed questionnaire was used to obtain data from remote respondents, in addition, it gives respondents time to reflect and provide an accurate answer (Kothari, 2004).

#### **3.7.2 Interview**

The interview method of data collection involved the presentation of oral motivations and responses based on oral responses. This method is used for personal conversations. The researcher was often asked questions during face-to-face discussions with respondents. In the case of a personal investigation, the interviewer has collected personal information from the relevant sources. This method allows 10 respondents to respond in more detail and more broadly to oral questions that are

asked for listening and which have been very useful in difficult situations. The researcher obtained extensive information from respondents through interviews and was suitable for respondents who could not read and write (Rwegoshora, 2006)

### **3.8 Variable and Measurement**

The researcher has ensured that every variable of the research has been measurable at any levels of measurement and that instruments prepared for data collection were valid and reliable. Depending on whether responses have been recorded in numbers or words data have called quantitative or qualitative, respectively. Depending on the source of information, data to be called primary if they are collected a fresh and for the first time.

### **3.9 Validity and Reliability of Data**

Qualification is the most critical factor and indicates the extent to which a tool measures what should be measured while reliability is related to the consistency of responses when repeated measurement produces the same results all the time with viewers (Saunders et al., 2007). The appropriateness of the content is about whether the steps represent the meanings of the concepts. Content or face logical is the level at which experts agree that the scale is reasonably visible to balance ideas. Consulting techniques and the use of experimental research were used, thus collecting information was used to determine whether the scales were able to capture the targeted information.

#### **3.9.1 Validity of Data**

Validity as explained by Saunders et al (2009) is concerned with whether the findings are really about what they appear to be about. It is the relationship between

two variables. Kothari (2009) adds that, validity is the degree to which an instrument measures what it is supposed to measure. An expansion of the meaning validity has given by Kombo and Tromp (2006) as the accuracy or meaningfulness and technical soundness of the research. It is a measure of how well a test measures what it was supposed to measure. In order to test the validity of the data collection instruments, the researcher conducted a pilot study, the aim for the pilot study was to get information from informants that enabled the researcher to modify and improve the research instruments.

### **3.9.2 Reliability of Data**

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

### **3.10 Data analysis, interpretation and presentation**

Data analysis is elaborated as the totaling of convinced measures in looking for long patterns of correlation with the aim of exists amongst data cluster (Kothari2004). Data analysis described as method of analysis that sharpens sorts analysis that based on and arranges data in such a way that a last assumption that can be strained and verified (Miles and Hurberman, 1994).

Quantitative data which was collected through questionnaire from employees who are non-management staff at CUHAS was organized, coded and entered into social science Statistical Package accordingly and analyzed descriptively. The descriptive

statistics was employed to presented the responds choice for each worker at CUHAS using Frequencies, percentages with cross to variables with were done. Data was presented in table's forms with frequencies and percentages calculated for drawing conclusions under a particular phenomenon under study.



## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION AND DISCUSSION**

#### **4.1 overview**

This chapter presents the findings of the study. It presents the main findings of respondents in a self-administered questionnaire conducted at the Catholic University of Health and Allied Sciences (CUHAS) Bugando in Mwanza. The chapter is divided into two main sections: the first section contains the characteristics of the respondents, and the second section contains the findings of specific research objectives which include, finding the types of training provided by Catholic University Health and Allied staff. Science (CUHAS) Bugando in Mwanza, finding methods used to train staff in Tanzania at the Catholic University of Health and Allied Sciences (CUHAS) Bugando in Mwanza, Exploring the results of internships in Tanzania at the Catholic University of Health and Allied Sciences (CUHAS) Bugando in Mwanza. The results presented in this chapter include all the information gathered in a self-administered questionnaire and all the information gathered under the appropriate objectives.

#### **4.2 Questionnaire response rate**

This is the rate at which selected (respondent) people / respondents responded and disclosed relevant information to the research questions provided by the researcher to meet the general research and specific objectives. A total of 88 questionnaires were given to respondents; of the 88 questionnaires of the 80 completed questionnaires completed representing a response rate of 81 percent. The remaining 8 questionnaires could not be completed as some respondents included questions in their work list.

According to Mugenda (1999) a response rate of 50% or higher is a good response rate and gives us a satisfactory level of statistical reporting. Therefore, 81% is materially important to present to the general public. Table 4.1 shows the response rate of the sampled entrepreneurs at Catholic University of Health and Allied Sciences (CUHAS) Bugando in Mwanza

**Table 4.1: Response rate at (CUHAS) Bugango in Mwanza**

<b>Response to questionnaires</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Filled in Questionnaires	80	81.84 %
Unfilled/Unreturned Questionnaires	08	8.16%
Interview	10	10%
<b>Total</b>	<b>98</b>	<b>100%</b>

**Source: Research Findings, 2022.**

### **4.3 Demographic Characteristics of the Respondents**

As shown in Table 4.2 below, the majority of respondents have been working at CUHAS for less than 1 year. Data show that 32 (34.5%) of 90 respondents worked for less than a year, followed by 30 (32.7%) of respondents working between one and 5,9 years (16.4%) working between 5- and 5 years -10 and the remaining 9 (16.4%) have been active for more than 10 years.

Respondents were non-executive staff members in selected departments and administrators of the Catholic University of Health and Allied Sciences (CUHAS) Bugando in Mwanza. Results show that 57% are men and 43% are women. The results suggest that the male respondents outnumbered the female respondents by 14%. It can be assumed that even though the male population was relatively large, the proportion of women was also 43% significant. Therefore, one can conclude that

the findings of this study are based on data provided to both male and female respondents at the Catholic University of Health and Allied Sciences (CUHAS) Bugando in Mwanza.

According to the findings, 45 respondents equal to 50% have a Bachelor's degree, 2 (3%) have certificates, 15 (17%) have a Diploma and 27 (30%) have an MA degree. In promoting this group their requests for the organization to create various incentives for those who have not completed their studies. Most senior employees wish to stay with their organization if they have the opportunity to improve their work in anticipation of higher responsibilities, without supervision and good working conditions while the weak may be attracted by wage increases and job security. Therefore, these findings suggest that the majority of these respondents were well-educated in order to assess independent knowledge of their motivation in the workplace.

This is emphasized by Vroom's expectancy theory of motivation that people are motivated to reach a goal if they think that the goal is worthwhile and can see that their activities will help them achieve the goal (Robbins2017; Robert and Hunt, 2012).

**Table 4.2: Demographic Characteristics of the Respondents**

Variables		Frequency	Percent
Years of experience	Less than 1 year	32	34.5
	1-5 years	30	32.5
	5-10 years	09	16.5
	more than 10 years	09	16.5
<b>Total</b>		<b>80</b>	<b>100</b>
Educational Level	Certificates	2	03
	Diploma	13	30
	Bachelor's	40	50
	Master degree	25	17
<b>Total</b>		<b>80</b>	<b>100</b>
Gender	Male	47	57
	Female	33	43
<b>Total</b>		<b>80</b>	<b>100</b>

Source: Research Findings, 2022

#### 4.4 Types of training provided to develop staffs on employee job performance at CUHAS Bugando Mwanza

The Table 4.3 below indicates that 50.9% of the training were conducted internally while the remaining 49.1% were both internally and externally conducted.

**Table 4.3: Types of Training Programs at CUHAS**

	Frequency	Percent
Internal	41	50.9
Both	39	49.1
<b>Total</b>	<b>80</b>	<b>100.0</b>

Source: Research Findings, 2022

##### 4.4.1 Nature of Training Programs at CUHAS Bugando Mwanza

From Table 4.4. Below, 94.5% of CUHAS training programs are formal and informal while the remaining 5.5% of training is unorganized and informal. This indicates that, as an organization, CUHAS has a training program that is structured and implemented in accordance with the organization's human resource development

policy, but to some extent this indicates that employees sometimes experience unplanned difficulties that occur over time to participate. Information that can be difficult to obtain otherwise when waiting for it to be organized and programmed.

**Table 4.4: Nature of Training Programs**

	<b>Frequency</b>	<b>Percent</b>
Planned & Systematic	75	94.5
Unplanned & Unsystematic	5	5.5
<b>Total</b>	<b>80</b>	<b>100.0</b>

**Source: Research Findings, 2022.**

#### **4.5 Training Methods used to train and develop staffs on employee job performance at CUHAS Bugando Mwanza**

In Table 4.5 below, respondents indicated that a combination of training methods is popular, as evidenced by the fact that 54% of respondents said they were trained to use your combination both at work and outside of work style, while. 44.% was present during the on-the-job training, and the rest attended the training without on-the-job training, however this shows that organizations understand and want to take advantage of the opportunities available in both forms of on-the-job training. and apart from work, young workers' parents are trained for the job at CUHAS Bugando Mwanza.

**Table 4.5: Training Method under which Training method you have trained at CUHAS**

	<b>Frequency</b>	<b>Percent</b>
on the job	34	43.6
Off the job	3	1.8
Both	43	54.5
<b>Total</b>	<b>80</b>	<b>100.0</b>

**Source: Research Findings, 2022.**

#### 4.5.1 Training Methods Under the off-Job Training at CUHAS

Table 4.6 below also describes the respondents who received their training through the process, with the sources finding that 87.3% of the respondents who received training outside of the workplace were trained, and 5.5% who were internally trained the vestibule method and the remaining 7.3% trained using your combination of both the teaching method and the vestibule method.

**Table 4.6: Training methods under the off-Job training CUHAS**

	Frequency	Percent
Lecture Method	69	87.3
Vestibule method	4	5.5
Other	7	7.3
<b>Total</b>	<b>80</b>	<b>100.0</b>

**Source: Research Findings, 2022.**

#### 4.5.2 Relationship between Training and Improvement in Performance

As shown in Table 4.7, when respondents asked whether training improved performance or not, 74.5% of respondents strongly agreed, 12.7% agreed, 1.8% were neutral, 3.6% disagreed and the remaining 7.3% strongly disagreed. This show training has a positive impact on improving performance. This was found to be similar to Ng'ang`a et al (2017) which found that training enhances organizational performance in terms of maintaining business image, increased revenue, staff acquisition and retention. On the other hand, Elnaga & Imran (2016) found that training helps employees to manage their responsibilities better.

**Table 4.7: Relationship between Training and improvement in training**

	<b>Frequency</b>	<b>Percent</b>
Strongly Disagree	7	7.3
Disagree	3	3.6
Neutral	2	1.8
Agree	11	12.7
Strongly Agree	57	74.5
<b>Total</b>	<b>80</b>	<b>100.0</b>

**Source: Research Findings, 2022.**

#### **4.5.3 Training and Productivity and Performance**

In the workplace the training is aimed at developing knowledge and skills to perform a specific task, so the skills acquired through training enhance the employee's ability to perform his or her job and thus increase productivity and performance (Tukimilongo, 2016). In addition, Table 4.8 below shows that a large percentage of respondents strongly agree that training increases productivity and performance. As a large percentage of respondents are in the most consistent category, so training, as seen in the literature, has a positive impact on improving organizational performance. Much of the training offered is about developing new skills that help employees perform their duties, and training encourages the employee to do better (Imran & Tanveer, 2013)

**Table 4.8: Training and Productivity at CUHAS**

	<b>Frequency</b>	<b>Percent</b>
Strongly Disagree	3	3.6
Disagree	2	1.8
Neutral	5	5.5
Agree	14	18.2
Strongly agree	56	70.9
<b>Total</b>	<b>80</b>	<b>100.0</b>

**Source: Research Findings, 2022.**

#### 4.5.4 Training and Motivation Level of Employee

From the Table 4.9 respondents strongly agreed that training and development motivate staff, training and development programs at workplace adds skills staff which increase their commitment and motivation towards delivering as per expectations (Zahra et al ,2014). in addition to that, apart from keeping an employee constantly motivated for maximum performance, if implemented effectively, training can be a tool for skills development as skills gained through training enhances productivity, increases efficiency and boosts quality (Sharma et al,2014).

**Table 4.9: Training and Motivation level of employees**

	<b>Frequency</b>	<b>Percent</b>
Strongly Disagree	4	5.00
Disagree	3	3.75
Neutral	4	5.00
Agree	21	26.25
Strongly agree	48	60.00
<b>Total</b>	<b>80</b>	<b>100.0</b>

**Source: Research Findings, 2022.**

#### 4.6 The factors determining implementation of the training and development within CUHAS

In Table 4.10 below on employees training program impacts on job performance it was revealed that 37.5 % majority of respondents perceived employee engagement, 22.5% do improve job performance, 22.5 % enhance employee innovations, 17.5 % also enhance employee enthusiasm. This implies that the employee has positive perception towards training program for their job performance.

These outcomes are in line with the motivation theory which is Herzberg theory. Herzberg (1959) says that satisfaction with effort of work can be caused by a number of intrinsic reasons. These involve recognition by management of the workers role at



work, training, being given obligation over tasks, appreciative and recognition by management of the activities carried out, the opportunity promotion, the chance to growth one 's capabilities and skills.

**Table 4.10: Impacts of Training program**

<b>Impacts</b>	<b>Frequency</b>	<b>Percentage%</b>
Improve performance	18	22.50
Employee Engagement	30	37.50
Employee innovations	18	22.50
Enhance enthusiasm	14	17.50
<b>Total</b>	<b>80</b>	<b>100</b>

**Source: Research Findings, 2022.**

#### **4.6.1 Improve Employee Performance**

A survey of about 23.3% showed that employee training contributes to improving job performance. This support found by Amin et al. (2013) that training leads to significant performance benefits for individuals, groups, organizations and communities. They suggested that these benefits range from individual and team performance to organizational economic prosperity as they also noted that training enhances knowledge and knowledge of a particular field and adds benefits to network communication for efficient and effective staffing.

Clearly, employees who receive regular training are more likely to accept change and come up with new ideas. They go on to say that an employee who learns new skills through training makes good candidates for promotion because they demonstrate their ability to read, store and apply information. Similarly, loyal, competent employees may also be empowered to train other employees, a fact that reduces the pressure of the management team and simplifies the transition process.

Now, during an interview with the administration and human resource department she said that:

“It is true that the training of health workers in the field of health is an important factor in renewing new knowledge, skills and techniques, and especially after the appointment of an employee should train hard the program relates to our duties and responsibilities, as we know that training often has a big impact in performance.

#### **4.6.2 Employee engagement**

The study has revealed that training positively influences employee performance by having a positive influence on employee engagement at at CUHAS Bugando Mwanza. That fact that employee engagement influences performance is in line Robinson, Dilys and Hayday (2017) argument that engaged employees feel a strong emotional bond to the organization that employs them, which results in higher productivity levels and lower absenteeism.

Hence when reliably measured, positive employee engagement is casually related or correlated to specific business outcomes. Lockwood (2017) further argued that engagement can be seen as a heightened level of ownership where each employee wants to do whatever they can for the benefit of their external and internal customers, and for the success of the organization as a whole.

#### **4.6.3 Enhances Employee innovations**

The study also showed that training enhances employee innovation in the working organization. Otuko, Chege and Douglas (2018) posit that employee training is a critical competitive tool that impacts skills in employees for developing innovative products and creating value in a unique way that competitors cannot easily copy.

This is vital for success in the current expansion of the global economy and the fastchanging evolution of technology and innovation.

#### **4.6.4 Employee Enthusiasm**

Research has also shown that training increases employee motivation and increases employee performance, it is important to motivate employees by satisfying the gap between the skills required and those held or operated by employees by delivering effective training.

Inspiration for training creates a motivation that transforms employees into well-organized and well-behaved behaviors, which ultimately affects organizational performance (Saleem, Shahid & Naseem, 2017). Korantwi (2015), in his study of Ghanaian polytechnics training staff on recruitment and retention, found that positive factors such as training programs, good service conditions, and positive salaries influence employee performance in organizations, while in his study showed that 38.4% of respondents indicated that training program would be a factor the best that can be used.

#### **4.7 Plausible measures that have to be taken to improve training and development programmes in institution performance**

The fourth objective of this study was to propose sound steps to be taken at CUHAS to improve training processes. The results show that the majority of 41 respondents, equivalent to 46.2%, stated the training budget, followed closely by 30.7% who said the institution should avoid bias and 21 equals 23% who said it was economically

volatile. The researcher noted that staff members behave differently than expected because there are training programs that can cut and satisfy all employees.

**Table 4.11: Plausible measures that can be taken**

<b>Response</b>	<b>Frequency</b>	<b>Percentage%</b>
Budget allocation for training	37	46.3
Avoid favoritism	23	30.7
Administration department should stick on laws	20	23
<b>Total</b>	<b>80</b>	<b>100</b>

**Source: Research Findings, 2022**

#### **4.7.1 Budget allocation for training**

Based on the questionnaire responses, 13 respondents also who corresponds to 15.4% indicated that budget allocations will ensure opportunities for providing training and development of an organization. As during the interview with human resource officer had this to say: -

“It is true that at CUHAS we always provide training to our staff, but this is where we find that there is a team of employees who need refresher training or important work to be done by a particular team of staff. This is because training is very expensive as we often provide trainers with skills that provide training to our staff and clients”

Likewise, in the interview with chief accountant concerning training also added that: “Providing training with the aim of developing the knowledge and skills of staff is one of the motivating factors. The ultimate goal is to make employees happy and do their job well enough to achieve the goals of the university. Also, CUHAS aims to encourage their employees as they face competition from other universities”

In relation to that, she went further more to provide information as concerning training to employee as said also: -

“Hello Inspector as you are aware that banking technology is changing rapidly which is why there is a need for regular training to meet these ongoing changes in the sector. Training enhances professional confidence and efficiency. Therefore, job training is something that one should not overlook as the most important motivator. When a person receives regular training, it makes his skills up to date rather than out of date so a sufficient budget is inevitable”

However, staff training and development was related to respondents' age, a difference observed between the age groups where those aged 18 to 30 and 31 to 40 years seemed to be more motivated than those in the older group. A possible explanation for this would be that the older employees were almost retired and therefore would not be able to get the training they needed as they needed to progress in the workplace, which is contrary to younger workers who still look for training and development as they should- seek opportunity to improve their careers.

With regard to the level of education of the respondents, it has been observed that there is a slight difference between employees with diploma, certificate and those with a bachelor's degree. This suggests that both separate training and development as an essential part of their professional development.

#### **4.7.2 Favoritism**

The disadvantaged respondents said that some staff members were accepted for training opportunities in various departments. They are earned by relatives or friends who are senior executives. This is due to the statements of the Head of the Department of Management and Human Resources which noted: -

“Lack of adequate training and awareness of the role of staff seems to be a challenge for the organization. This is because some employees say that the organization does not appreciate their performance even if they do better. Another claim is not given the opportunity to continue training in seminars, short courses or long courses on their expertise so that they can succeed in doing well”.

He also said: -

“However, the organization appreciates the contributions and efforts of employees by identifying the best employee for promotion, certification and overtime pay. In addition, some employees have been provided with training to increase professionalism, confidence and success in their work”.

In addition, in an interview with the head of administration and human resource management, the following is stated: -

“Although the university has developed strategies to address the barriers to working culture, among other things that demoralize employees include: poor performance appraisal and feedback, lack of awareness of staff input and training opportunities, lack of participation in decision-making processes, and indifference to staff management. CUHAS”.

Therefore, the company should put it in the right place in the distribution of training opportunities as there is a feeling that some of the employees are not respected. When one employee in the class is rewarded for his or her hard work, others may be disappointed with the reasons why they are not appreciated. Therefore, managers should play an active and ongoing role in managing the promotion processes on site. The results desired by employees should be consistent with performance and management should focus on eliminating all types of options.

Administration department should stick on organization policy and procedures. Respondents to the survey 23% said that the inefficiency of the training program was due to the fact that the department of labor was not following the office properly in

terms of policies, circulars and procedures. Therefore, the Department of Labor must now perform its functions in accordance with the policy, circulars and procedures to ensure the effective implementation of the training procedures as directed.

However, the study felt that it was important to identify practical steps to be taken to overcome implementation challenges when respondents in the field suggested practical steps to improve the implementation of CUHAS training programs for budget staff training. and to avoid bias, it was suggested that the Department of Management adhere to the rules and regulations of the training of employees and suggested that the Department of Labor take immediate action when issuing permits and training opportunities for employees as there are delays.

This study, supported by Herzberg's Two-Factor Theory, emphasizes that among the incentives an employer should provide are opportunities for employee development, recognition of challenging / motivating performance and personal growth in the workplace, bonus provision, consultation with doctors are among the identified ways to motivate employees.

Therefore, managers need to know what motivates employees to work and not think, and this can be achieved through staff training and listening to their ideas, ideas, opinions about work and adopting them with new technologies and attacking strategies, thus leading to better performance as well. effective performance that enables the organization to achieve its goals and objectives as its mission is to be a successful, honest and successful organization in the country.

In general, motivated employees will maintain a high level of innovation while producing high quality work at a high level of efficiency. While these benefits are

wide-ranging, and therefore not very clear, it also raises the issue of whether skilled workers have no reduction or cost. Employee training opportunity does not require additional funding for management training to function as effective facilitators in terms of commitment and commitment between CUHAS management and board of directors to hold responsible for ensuring that employees receive training packages as a way to save organizational performance due to job dissatisfaction, frequent absenteeism and ultimately turn staff.

#### **4.8 Discussion of the findings**

##### **4.8.1 Types of training provided to develop staffs on employee job performance at CUHAS Bugando Mwanza**

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

The study has revealed that internal training positively influences employee performance by having a positive influence on employee engagement at CUHAS. That fact that employee engagement influences performance is in line Robinson, Dilys and Hayday (2013) argument that engaged employees feel a strong emotional bond to the organization that employs them, which results in higher productivity levels and lower absenteeism. Hence when reliably measured, positive employee engagement is casually related or correlated to specific business outcomes. Lockwood (2017) further argued that engagement can be seen as a heightened level



of ownership where each employee wants to do whatever they can for the benefit of their external and internal customers, and for the success of the organization as a whole.

The method used to deliver training will have a part to play in delivering the expected results. According to Raheja (2015), there are two methods of training that is, on the job training and off the job training. The researcher was developed questions to explore the of the respondents on how the method of training improves employee performance Kihongo (2011).

#### **4.8.2 The methods used to train and develop staffs on employee job performance at CUHAS Bugando Mwanza**

Describes the respondents who received their training through the process, with the sources finding that 87.3% of the respondents who received training outside of the workplace were trained, and 5.5% who were internally trained the vestibule method and the remaining 7.3% trained using your combination of both the teaching method and the vestibule method. Institutions develop training methods that meet their objectives, results from this study indicate that on the job training method was mostly used up to the period this study was conducted. On the job training is conducted and preferred by the respondents of the study probably because they meet specific skills that are needed by the organization, additionally, skills gained through on the on-the-job training directly relate to the requirement of the job (Alipour,2019).

This is in line with the arguments by Jagero, Kombo and Mlingi (2012) that employees who receive regular training are more likely to accept change and come up with new ideas. They continue that employee who learns new skills through

training make good candidates for promotions because they have shown their ability to learn, retain and use information. Similarly, reliable, skilled employees can also be empowered to train other employees, the fact that reduces pressure for the management team and facilitate change process. Markos and Sridevi (2010) posit that disengaged employee do not stick around for things to change in their organization and have far more misgivings about their organization in terms of performance.

#### **4.8.3 Factors determining implementation of the training and development within CUHAS Bugando Mwanza.**

This was the third objective for this study and it was intended to explore the outcomes of training conducted to staffs at CUHAS. Employees training program impacts on job performance it was revealed that 38.4 % majority of respondents perceived employee engagement, 23.3% do improve job performance, 23.3 % enhance employee innovations, 15.3 % also enhance employee enthusiasm. Basing on the findings of this study, it is obvious that training and development programs have an impact in the public sectors, especially at CUHAS. Respondents who also were staffs of the CUHAS headquarters have shown how training and development have improved their performances in several ways. The results indicate that training has improved performance.

The improvement can be seen in various ways. Training has contributed to skills development of the staff which not only has contributed to bridge the gap between the job requirements and competency of the employees, but also the gained skills have positively increased performance and productivity. Also, training and

development programs implemented at CUHAS has contributed to building teamwork which can be linked to the minimal supervision to staffs. Additionally, training and development programs have boosted the morale of the staffs which can be considered as a factor for a high performing team. Training is a motivational factor which enhances the knowledge of the employee towards the job (Saeed&Asghar, 2012).Dysvik and Kuvaas (2018) posit that although the relationship between perceived training and employee outcomes is mediated through a number of different individual and situational variables, research on intrinsic motivation suggests that work motivation is a key mediating variable i.e. work performance is moderated by intrinsic motivation, probably in part, because intrinsically motivated employees may benefit more from developmental human resources practices owing to their more active learning orientation.

Hasassa, (2019) investigated the impact of Management Training and Performance Management on Public Sector Organizations. The purpose of this study was to determine the impact of the training and development of administrative staff in the Office of the Deputy President. The researcher used the story structure to gather the information needed to analyze it. The findings of this study revealed that there is a strong correlation between training and staff development. However, the study did not examine in depth what factors should be present in an organization to make training more effective. Now, the findings of this study indicate that teachers' performance was good even though their training program was inadequate. Although many teachers do their part according to the rules of conduct,

as evidenced by the early reporting on the school, they conduct student examinations and tests.

#### **4.8.4 Plausible measures that have to be taken to improve training and development programmes in institution performance.**

The fourth objective of this study was to propose sound steps to be taken at CUHAS to improve training processes. The results show that the majority of 41 respondents, equivalent to 46.2%, stated the training budget, followed closely by 30.7% who said the institution should avoid bias and 21 equals 23% who said it was economically volatile. The researcher noted that staff members behave differently than expected because there are training programs that can cut and satisfy all employees. The study thought it is important to identify plausible measures to be taken so as to overcome the implementation challenges where respondents from the field suggested plausible measures to be taken as to improve training programmes implementation at CUHAS that there should be budget allocation for employee training and avoiding favoritism among employee, also it was suggested that administration department should stick on laws and regulation for employees training and also it was suggested that human resource department should act as soon as permit and opportunities for employees training for is released as there are tends of delaying ([Ahmad](#), and [Majid](#), 2018).

This study finding are supported by the Herzberg's Two-Factor Theory which insists that among motivating factors which employer is ought to pursue include providing opportunity for advancement to the employees, recognizing the employees performance challenging / stimulating work and personal growth in a job,

provision of bonus, medical consultation is among of the pointed-out methods for motivating employees.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Overview**

This chapter presents the summary, conclusion, recommendations and policy implication associated with the purpose on examining the impact of training and development on employee job performance: A case of CUHAS Bugando Mwanza that employed a case study design in relation to the generated findings as per objectives of the study. This chapter also addresses the areas for further studies in reflection to the findings of this study.

#### **5.2 Summary of the main findings**

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

Institutions develop training methods that meet their objectives, results from this study indicate that on the job training method was mostly used up to the period this study was conducted. On the job training is conducted and preferred by the respondents of the study probably because they meet specific skills that are needed by the organization, additionally, skills gained through on the on-the-job training directly relate to the requirement of the job (Alipour,2019).

This was the third objective for this study and it was intended to explore the outcomes of training conducted to staffs at the CUHAS. Basing on the findings of

this study, it is obvious that training and development programs have an impact in the public sectors, especially at the CUHAS. Respondents who also were staffs of the CUHAS headquarters have shown how training and development have improved their performances in several ways. The results indicate that training has improved performance. The improvement can be seen in various ways. Training has contributed to skills development of the staff which not only has contributed to bridge the gap between the job requirements and competency of the employees, but also the gained skills have positively increased performance and productivity. Also, training and development programs implemented at the CUHAS has contributed to building teamwork which can be linked to the minimal supervision to staffs. Additionally, training and development programs have boosted the morale of the staffs which can be considered as a factor for a high performing team.

### **5.3 Implications of the findings**

The study concluded a substantial positive relationship in between employee training and organization performance. However, numerous other variables that might be playing role in this particular field so, it's going to be very helpful for researchers should they conduct research in this particular field in foreseeable future by including additional variables like employee inspiration, employee motivation organization effectiveness along with other working condition in relation to employees training to create more convincing results that may increase the incredible importance of employee training and organizational performance.

Also, suggestions for policy makers on Training activities should be supported and durable.

#### **5.4 Conclusions**

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

Generally, Employee training plays a fundamental role on the performance of any organization. The study highlighted that the management of CUHAS know the benefits of employee training on their performance. Despite knowing the importance of employee training, the particular institution still lack effective employee training and development policy also management trainings such as leadership, supervision and labor law seems not to be their priorities. The study concluded that CUHAS management board should see the necessity of having effective employee training



and development policy and at the same time consider management training as one of the important employee trainings. The results are supporting to findings of Tharenou, Joe, & Celia (2017), Batool and Bariha (2012), Thang & Drik (2008), that training puts positive impact on organizational performance. The finding declare that employee training is positively related to the employee's overall performance that is extending the view that.

### **5.5 Recommendations of the study**

The impact of training and development on staff performance remains an important part of promoting employee satisfaction, efficiency, productivity and overall employee development as governed by laws, circulars, regulations and procedures. In conducting research based on the findings, discussion and conclusion of the study the researcher recommends the following: -

First, both employees and managers at CUHAS should keep in mind that both organizational and individual goals in the workplace are inseparable. Therefore, both should play their part so that at the end of the day, each goal is achieved.

The organization must put in place strategies to ensure that the staff training packages offered are sustainable. It should also be innovative, investigative and responsive to the issues raised in this study to promote employee performance in their work.

Fourthly, at CUHAS directors need to make changes in order to motivate their employees accordingly because some of them are motivated by financial factors and others are motivated by non-financial factors.

Fifth, Training opportunities need to be increased to ensure that employees have the right skills and experience in CUHAS to deal with the rapidly changing business environment they need to constantly train their staff to keep pace with technological changes in their operational settings. In doing so both formal and informal training should be used to utilize their skills to support job performance. This will also increase staff satisfaction as they are seen as being regarded as the most important resource in the organization.

Sixth, Managers of CUHAS should strategically identify incentives that lead to higher performance for its employees. This will include, among other things, determining what the best incentives are for their employees in particular and establishing legal and informal frameworks to benefit overtime workers. As a result, they must build economic incentives for employees at all levels of the organization to benefit from them and strive to reduce absenteeism and work hard to reap the benefits.

Lastly, and establishing effective communication between employees and managers and getting feedback from their work is essential to maintaining new creativity and motivation to achieve higher goals in the organization.

## **5.6 Limitations of the study**

Unwillingness among respondents to give out requisite information in filling the questionnaire and sending back to the researcher. And some of the interviewers were not available for interview as scheduled

However, despite the said limitations, the researcher come up with this report which is free from biasness and by following the questionnaire so as to meet the sample size

and fully commensurate the actual research problem it was by at least enough to give us the picture of the role played by the employees training in organizational performance at CUHAS

### **5.7 Areas for further studies**

It is the firm hope of the researcher that this research will reflect the theoretical contribution beyond previous suggestions and explanations given by previous researchers, and will create new insights into employee engagement and management skills, thus creating new directions for future research.

First, this study was based on the Herzberg Two Factors Model in evaluating the performance of employees and the organization only thus; further studies can be done in an effort to evaluate the effectiveness of some of the motivational ideas, Maslow's needs for training staff in the organization. In general, developing countries, Tanzania is united.

Second, this study was done in the case of one private organization and the results were made standard for all private organizations, so some researchers could go to multiple organizations to study the same topic to get real results. The study used only three questions in staff training areas, and other researchers could raise more questions and study details to find all the features needed to increase staff training in organizations. There are also other areas closely related to staff training such as staff retention strategies, talent management, learning planning that can produce very useful results in improving organizational performance.

Third, this study investigated in-depth research into one private sector only, so in order to conduct further research there is a need for research to analyze comparisons of staff training used by various organizations in the private and public sectors in training their employees and their impact on achievement. Specific objectives of the organization and objectives for its sustainability.

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## APPENDICES

### Appendix 1: Questionnaire for Employees of CUHAS Bugando Mwanza

#### INTRODUCTION

Dear Respondents,

My name is DANIEL NKUBA, a student at Open University of Tanzania pursuing Master's Degree of Businesses Administration (MBA). I am conducting this study as one of the basic requirements for an award of Master's Degree of Businesses Administration (MBA) of Open University of Tanzania. Below is a list of questions intended to collect information only for academic purposes on the study entitled, "Assessment the impact of training and development on employee job performance: A case of CUHAS Bugando Mwanza". You are kindly requested to take your time to fill this questionnaire according to the level of your experience and skills. I guarantee maximum privacy of the information you provide and I would like to acknowledge and appreciate your involvement on this regard towards the success of this study

Instructions:

Please complete the attached questionnaire and return it accordingly.

Do not write your name anywhere in this paper.

For multiple-choice questions tick only the chosen item(s) and for explanations questions, the space to fill in is given below where you are required to write.

Tick (✓) the appropriate answer in the box opposite to the correct answer OR explain briefly as per instruction of the respective question.

**Thank you in advance for your cooperation.**

**SECTION A: BASIC PROFILE OF RESPONDENT**

Please tick (V) the appropriate answer:

1. What is your age?..... years (Specify)

2. Gender

a) Male [ ]

b) Female [ ]

3. Education Level

a) No formal education [ ]

b) Primary level [ ]

c) Secondary level [ ]

d) Tertiary level [ ]

4. How long have you been working at CUHAS Bugando Mwanza

1. Below 1 year

2. Between 1-5 years

3. Between 5-10 years

4. Above 10 years

**SECTION B: TYPE OF TRAINING PROGRAMS AT CUHAS BUGANDO MWANZA**

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

1. Internal

2. External

3. Both

What is the nature of training programs being undertaken?

- a. Planned & Systematic
- b. Unplanned & Unsystematic

### **SECTION C: TYPE OF METHOD USED AT CUHAS BUGANDO MWANZA**

Under which training method you have trained

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

If you were trained under on the off-job training method, form the under listed method which one did you had undergone

1. Lecture Method
2. Vestibule method
3. Other

### **SECTION B: EFFECTS OF TRAINING & DEVELOPMENT AT CUHAS BUGANDO**

How would you rate your Agreement/Disagreement with the following statements which are addressing matters related to the effects of training and development for an employee? Please put a tick on the appropriate cell “Strongly Disagree” (1) Disagree (2), Neutral (3), Agree (4) and Strongly Agree (5)

<b>A: Measuring Service Quality Dimensions</b>		<b>Customer Expectation</b>				
		1	2	3	4	5
1	Training improve performance					
2	Training is necessary for any employee for developing his skills					
3	Training is a must for enhancing productivity and performance					
4	Training increase motivation level of employee					
5	Training bridges the gap between job requirements & competence of an employee.					
6	Training increases performance of an employee					
7	I am confident that the training brings strong team work so and helps CUHAS to increase work efficiency.					
8	Training helps to reduces frequency of supervision					
9	Training and development boost up the morale of the employees					
10	Training and development practices have improved knowledge and skills of employees.					
11	Do you feel training is necessary for any employee for developing his skills?					

How do employees training practices develop performance at CUHAS Bugando Mwanza?

.....  
.....  
.....

A part from the factors above, how else would you describe the impact of training on the organization development?

.....  
.....  
.....  
.....

What challenges do you face with regard to training and development within your organization? .....

.....  
.....  
.....  
.....

Please specify any ways you think training and development in your organization can be improved.

**APPENDIX II**

**Interview guide for head of departments**

1. For how long now have you been working with CUHAS?

.....  
.....  
.....  
.....

2. What are the major purposes of training and what key internal and external influences impact on training?

.....  
.....  
.....

3. How do employees training practices develop performance at CUHAS?

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.....

4. A part from the factors above, how else would you describe the impact of training on the organization development?

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5. What challenges do you face with regard to training and development within your organization? .....

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6. Please specify any ways you think training and development in your organization can be improved.

.....  
.....  
.....  
.....

**\*\*\*\*\* Thank you \*\*\*\*\***

### Appendix III: Research clearance letter

#### THE OPEN UNIVERSITY OF TANZANIA

#### DIRECTORATE OF POSTGRADUATE STUDIES

P.O. Box 23409  
Dar es Salaam, Tanzania  
<http://www.opemiversity.ac.tz>



Tel: 255-22-2668992/2668445  
ext.2101  
Fax: 255-22-2668759  
E-mail: [dps@out.ac.tz](mailto:dps@out.ac.tz)

Our Ref: PG201900340

Date: October 27<sup>th</sup>, 2021

Vice Chancellor,

COHAS,

P.O.BOX

MWANZA

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an Act of Parliament No. 17 of 1992, which became operational on the 1<sup>st</sup> March 1993 by public notice No.55 in the official Gazette. The Act was however replaced by the Open University of Tanzania Charter of 2005, which became operational on 1<sup>st</sup> January 2007. In line with the Charter, the Open University of Tanzania mission is to generate and apply knowledge through research.

To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you Mr. Daniel Nkuba, Reg No: PG201900340 pursuing Master of Business Administration (MBA). We hereby grant this clearance to conduct a research titled "*The Impact of Training and Development on Employee Performance*". He will collect his data at your area from 2<sup>nd</sup>, November, 2021 to 2<sup>nd</sup>, December 2021. In case you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O.Box 23409, Dar es Salaam, Tel: 022-2-2668820. We lastly thank you in advance for your assumed cooperation and facilitation of this research academic activity.

With kind regards,

Prof. Magreth Bushasha

DIRECTOR OF POSTGRADUATE STUDIES

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**Appendix IV: Research permit letter****CATHOLIC UNIVERSITY OF  
HEALTH AND ALLIED SCIENCES**

P.O. Box 1464 Phone: (255) 28-250-0881 Email: [yo@bugando.ac.tz](mailto:yo@bugando.ac.tz)  
Mwanza, Tanzania Fax: (255) 28-250-2678 Website: [www.bugando.ac.tz](http://www.bugando.ac.tz)

**THE OPEN UNIVERSITY OF TANZANIA,  
DIRECTOR OF POST GRADUATE STUDIES,  
P.O BOX 23409,  
DAR ES SALAAM.**

**RE: REQUEST FOR DATA COLLECTION**

On behalf of the CATHOLIC UNIVERSITY OF HEALTH AND ALLIED SCIENCES, I am pleased to inform you that we have accepted your request received on 2<sup>nd</sup> November, 2021 with Ref: PG201900340.

We invite **Mr. Daniel Nkuba**, for the data collection commencing on November, 2021.

We look forward to your fullest cooperation.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Geoffrey Luena', is written over a horizontal line.

MR. GEOFFREY LUENA  
ADMINISTRATIVE OFFICER, DIRECTORATE OF RESEARCH

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All Official Correspondence to be addressed to the Vice Chancellor CUHAS

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