THE EFFECTIVENESS OF JOB TRAINING TO EMPLOYEES PERFORMANCE IN PUBLIC INSTITUTIONS: THE CASE STUDY OF TANZANIA INSTITUTE OF EDUCATION

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CERTIFICATION

The undersigned certify that he has read and hereby recommends for acceptance by the Open University of Tanzania (OUT), dissertation entitled "**An assessment of effectiveness of job training to employees performance in public institutions: The case study of Tanzania Institute of Education**" in fulfillment of the requirements for the degree of Masters of Business Administration of the Open University of Tanzania.

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Dr. William Pallangyo

(Supervisor)

Date………………………………….

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DECLARATION

I, Paul Vedastus Lusato, declare that this thesis is my own original work and that it has not been presented and will not be presented to any other university for similar or any other degree award.

Signature ………………………….....

Date ……………………………….

DEDICATION

This work is dedicated to my wife Marietha, for her patience, support, encouragement and care of the family during the time of which I was busy completing this study. She has been an important factor towards successful completion of this task

God blesses you

ACKNOLEDGEMENT

First and foremost I thank the Almighty God for giving me such opportunity to complete this important milestone in my life. With God's abundant blessing I was strong and passionate and full of energy to undertake this assignment throughout the period. I am also indebted to my supervisor, Dr. William Pallangyo for his continuous guidance, coaching, encouragement and support which has been an important factor towards successful completion of this study. I equally appreciate the support and willingness of the management and staff of the Tanzania Institute of Education through which the case study for this study has been conducted.

I remain thankful to my wife, Marietha and our children for their tolerance, understanding and encouragement throughout the study period. This work could not been easy without the support of my fellow MBA students, lecturers of Open University of Tanzania, the management and staff of Plan International, my current employer and many others. To them all I say Thank you, and I acknowledge the support given in many ways.

ABSTRACT

The main objective of this study was to find out the effectiveness of job training on employee performance. Specifically the study was examining, how public institutions conducts on job training, identifying methods applicable to develop effective trainings and suggesting ways the training program can be more effective in achieving the intended organizational goal and objectives. Data were collected through structured questionnaires, interviews, observation and review of organizational documents within the office. The study has revealed that job training is effective to employees work performance. The outcome of trainings provided to employees was found out to include increased employees accountability, commitment to the organizational cause, accuracy in operations, customer care, employee confidence, skills transfer, knowledge expansion and improved creativity. The findings from the study imply that the methods applied for effective training in public institutions includes orientation, training, job rotation, Coaching, conferences, seminars, workshops, and correspondence .The study has also revealed that refresher and promotion training has been given to employees to introduce them to new ways and approaches, new responsibilities and advanced technologies, prior-training, makes employee feel confident and reduced fear of doing wrong in their responsibilities. A number of challenges which limits effective implementation of job training have also been highlighted to include shortage of funds, lack of adequate policy on employee retention, and employee's attitudes towards training. The study recommends that the government should impose policies which are implementable and provide enough resources in terms of budget and other resources to improve training to employees.

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ABBREVIATIONS

ICD	Institute of Curriculum Development
IE	Institute of Education
LGRP	Local Government Reform Program
MoEC	Ministry of Education and Culture
MoEVT	Ministry of Education and Vocational Training
NECTA	National Examinations Council of Tanzania
OPRAS	Open Performance Review Appraisal System
OUT	Open University of Tanzania
PSMEP	Public Service Management and Employment Policy
PSRP	Public Service Reform Program
TECs	Teachers Education College
TIE	Tanzania Institute of Education
TNA	Training Needs Assessment
UDSM	University of Dar-Es-Salaam
URT	United Republic of Tanzania

CHAPTER ONE

1.0 BACKGROUND AND STATEMENT OF THE PROBLEM

1.1 Background of the study

Historically on job training has been among the most essential factors in any organization or sector toward improving workforce and performance. In most job situations employees require either generalized or specific training. Need for training arises to maintain the match between employee capability and their job requirement in terms of knowledge, skills and attitudes. The training being needed in order to make the employees productive. In earlier practice training programs focused more on preparation for improved performance in a particular job, in which most of trainees used to be from operative levels like mechanics, machines operators, customer cares, office cares and other kind of skilled employees.

When the problem of supervision increased, the steps were taken to train supervisors for best supervision. However the emphasis was more on mechanical aspects. Prasad (2006) shows that however the emphasis was more on mechanical aspects, gradually, the problem increased on other areas like human relations, beside the technical aspect of the job and similar problems were also experienced in management group too, that is how manager change their approach and attitude in order to face new challenges. Therefore manager should be trained and developed to handle a variety of job. Thus the old concept of training does not suit the development of personnel. These training provided in any organizations are varied and dependent upon the unique circumstances involved in each job and situation.

Also Hilgert and Heinman (1977) shows that most of the job training has advantage of helping supervisor get to know the new employee while employee is trained in the proper way of performing the job. Providing job training to employee has many costs, to justify these costs managers need to feel confident that the training they are providing or asking their employees to attend will make a difference in employees' performance. They need to know that employee have not only acquired new knowledge, attitude and skills from the training but can and do put them in practice back on the job. The desired long-term and short-term impacts of job training are to improve organizational and program performance and ultimately, to contribute to the achievement of organization objectives and maintain employees remain in their job with high morale and positive attitude in their jobs.

It is difficult to demonstrate a direct link between training and these long-term and short-term results because of many factors other than job training that are involved. However it is possible to demonstrate the impacts of training on employees' skills, and performance. For this reason managers focuses on the impact of job performance and trainees, with the assumption that good individual performance will lead to strong organizational and program significant contribution to the achievement of desired organizational and program goals. To support these Prasad (2006) recommended that, "No organization has a choice of weather to train its employees or not, the only choice is that of methods. The primary concern of any organization is its viability and hence its efficiency. There is a continuous environmental pressure for efficiency and if the organization does not respond this pressure, it may find itself rapidly losing whatever share of market it has".

In Tanzania on job training is experienced on government sectors and little to the private sectors especially those having assistance or sponsors from government and international agencies. The job training can be grouped in two bases. The basis of the emphasis which they put on the training process and the basis of level of personnel in an organization because of categories personnel – operative, supervisor and manager – have different training needs and therefore different training methods are suitable for them. These training methods include;

i) On - the job training like experience on a particular job, job rotation, and other similar methods.

ii) Off - the – job training which include conferences, lectures, seminars, workshops and vestibule school. These methods enable employees to gain skills and knowledge which gives them confidence to perform their duties successfully.

Therefore new employees regardless of their previous training, education and experience, they need to be introduced for their new employer's work environment and be shown how to perform specific task. Moreover, specific organizational needs arise when employees are transferred or promoted or when job changes and they must learn, perhaps because of the changes introduced by advancing technology and automation (Pigors and Myers, 1973). Then to be effective, training method should; motivate the trainee to improve their performance, clearly demonstrate desired skills, provide an opportunity for active participation by the trainee, provide an opportunity to practice, provide timely feedback on the trainee's performance, provide some means for reinforcement while the trainee learns, be structured from simple to

complex tasks, be adaptable to specific problems, encourage positive transfer from training to the job (Woods, 1995). Effective training program helps organizations to achieve their desired objectives. Generally objectives of training activities are; orienting new employees to the organization and their job, helping employees perform their current jobs well, helping employees qualify for the future jobs, keeping employees informed of those changes within the organization, providing opportunities for personal development (Drummond, 1989).

Therefore in this research on job training includes all training organized by institute for staff. This training includes short term training and long term training, off the job training and on the job training. However researcher found that training provided for employees is a framework to support employees in developing their personal and organizational skills, knowledge and abilities that will help them remaining competitive in the labour market at all times. Employees will always want to develop career-enhancing skills, which will always lead to employee motivation and retention. There is no doubt that a well trained and developed staff will be a valuable asset to the company and thereby increasing the chances of his efficiency and effectiveness in executing their duties.

1.2 Overview of the Institution where this study has been conducted

For this study, the case study has been conducted at the Tanzania Institute of Education (TIE).To understand the context of public institution in Tanzania, an overview of TIE is briefly presented below:-

Tanzania Institute of Education (TIE) whose history spans over 40 years is a parastatal

organization under the Ministry of Education and Vocational Training (MoEVT). Originally, it had been established by Act No. 13 of 1963 under the University College of Dar es salaam as its Institute of Education (IE). Its major function was to harmonize the efforts made by the University of Dar es salaam, the then Institute of Education, and all Teacher Education College(TECs) in Tanzania in order to improve the teaching and learning process in schools and TECs (Corporate strategic plan, 2006).

In July 1970, the University College of Dar es salaam was elevated to an autonomous University. The University of Dar Es Salaam (UDSM). The Institute of Education remained constituent unit of the newly formed University. However, regulation established was revised in conformity with the new status of the University College. Its objectives were promoted from serving the University to serving national interests by linking the University with all schools and TECs through the Institute of Education (Corporate strategic plan, 2006). In 1975, the Parliament of the United Republic of Tanzania passed the Act No. 13 establishing IE as a corporate body under the Ministry of Education and Culture (MoEC), but independent of UDSM. The newly found Institute continued to be housed at the main campus of UDSM until May 1985 when it moved to its temporary site at Mikocheni B area, Kinondoni District, Dar es Salaam (Corporate strategic plan, 2006).

In 1985 through Act No. 4, the Parliament changed the name of the Institute of Education to become the Institute of Curriculum Development (ICD). This was because of its strong involvement in the process of designing and developing curricula for various educational programmes and levels in the country. However, the objectives and functions of the Institute remained the same for about six years, it

was generally felt that the new name, did not reflect its functions properly, curriculum development was only one of the several Institute activities. Consequently, the name was again changed in 1993 through the Act of the Parliament No. 5 to become the Tanzania Institute of Education (TIE), (Corporate strategic plan, 2006).

1.3 Statement of the Problem

Training has the distinct role in the achievement of an organizational goal by incorporating the interests of organization and the workforce (Stoner, 2002). Now a days training is the most important factor in the business world because training increases the efficiency and the effectiveness of both employees and the organization .Training improves institution or company productivity while an individual staff who gets trained his/her skills are enhanced and as a result improve their position in a work place. Therefore training is nowadays one of the most pervasive methods for enhancing individual productivity and improving job performance in the work environment (Golden and Ford 2002; Gupta and Bostrom 2006.

Training effectiveness must cause behavior change (i.e skill transfer for job performance), thereby resulting in organizational performance(Goldstein and Ford 2002) The employees who have more on the job experience have better performance because there is an increase in both skills & competencies because of more on the job experience they have. The organizational performance depends on the employee performance because human resource capital of organization plays an important role in the growth and the organizational performance as well. In the same way Training is essential to the growth and economic well being of a nation. Public institutions in

Tanzania government like any other African country the need for training and development is more critical. Because of this, Tanzania is currently implementing a number of reforms. Currently two categories of reforms are taking place in Tanzania: the "systemic" and "sectoral" reforms.

Systemic reforms include Public Service reform Programme (PSRP), the Local Government Reform Programme (LGRP), the Parastatal Sector Reform programme and the financial Sector Reform Programme. Sectoral reforms include those in the health, education, agriculture and water sectors. These reforms call for changes in the way public servants are expected to perform in serving the public: they are expected to be equipped with professional and managerial skills. Furthermore officers in the Public Service are required to be more results- and consumer oriented. Tanzania government implements the National Training Policy.

The policy states that Tanzania should be self sufficient in trained and skilled manpower required to man its economy (URT, 1998). Normally training should take place locally; however where local institutions have inadequate training facilities or where local facilities are non-existent, efforts will be made to secure and utilize training opportunities and scholarships that may be made available by friendly countries and International Organizations (Wangwe and Arkadie, 2000).

Despite training and developing human capital to be of tremendous important in the improvement of organizations effectiveness, this is far from realized in the public institutions in Tanzania. Public Institutions in Tanzania, though they are delivering training to their employees guided by the National Training Policy, the performance

of most institutions are not as effective as expected. The performance in the public sector is considered to be unsatisfactory. This is evidenced by the high number of complaints from the general public as well as public servants themselves. Why performance is not improved while trainings are generally being provided to employee? Why training provided to employee not always guarantee intended results? These dilemmas have motivated the researcher to conduct this study with the view of assessing the effectiveness of job trainings on employee performance in Public Institutions.

1.4 General objectives of the study

The general objective of the study is to explore the effectiveness of on job training on employee's performance.

1.4.1 Specific Objectives

i. To identify methods applicable to develop effective trainings for making employee proficiency

ii. To examine if Public Institutions conducts on job training with the view to take it in right perspective.

iii. To suggest ways training programme can be more effective in achieving organizational objectives.

1.5 Research Questions

With regard to the objectives of the study the researcher will present the following research questions:-

i. What methods of job training are more applicable on enhancing

employee proficiency?

ii. Does the Institute conduct on job training for its employees?

iii. Does training programme effective on achieving organizational objectives?

1.6 Scope of the Study

This study will be conducted at Tanzania Institute of Education, Dar es Salaam. The study is limited to the selected cases mentioned on assessment of the effectiveness of on job training to employee's performance. Basically the researcher will be looking on the causes and the impacts of having poor systematic procedures for on job training in public institutions.

1.7 Significance of the Study

The study will be useful in various areas mainly on identifying the importance of on job training towards the employee's performance. Moreover, the study helps to determine proper methods of training, which will be useful in facilitating effective training towards making employee proficient. The findings supports managers and supervisors in determining and assessing training needs and establishing training programs to improve the employee's proficiencies in order to enhance their performance. Finally the researcher expects that through records kept by various institutions/organizations the findings will be beneficial to other researchers of the same problem as a reference. This will give new approaches to combat the prevailing problem as the part of rectification in tackling increasing dilemma of contravenes in the aim of job training.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter intends to review the various existing literatures for the problem under study. It is important that the study shows what previous researchers have discovered (Walonik, 2004). It is a typical part of research process to review what others have already done and identify the research gap.

2.2 Training and Development overview

Training can be defined as a learning process in which people acquire knowledge (K), skills(S), experience (E), and attitudes (A) that they need in order to perform their jobs well for the achievement of organizational goals (Mathis and Jackson, 1998). A survey of the literature shows that T&D are variously defined in a narrow as well as in a broad sense. For example Jackson and Schuler (2000) refers to training as the act of improving competencies needed today or in the future while development refers to improving competencies over the long term. Matthews, et.al. (2004) argues that training is concerned with providing an individual with the opportunity to learn what he/she needs in order to do their job more effectively. Also management training is considered to be a process of enhancing an employee's capacity to handle greater responsibilities successfully (Singh and Vinnicombe, 2003).

In order to conceptualize the scope of training, Gupta (2007) considers the following as characteristics of an ideal training and development function. First, it should be designed with clear scope and objectives. In this case the training needs assessment

(TNA) exercise should be conducted to establish skill gap and performance standards. Second, it should have proper reinforcements to continuously improve the performance capability of an individual employee; this is supported by Skinner's behavioural modification model which stipulates that 'when behaviour is repeatedly rewarded, it becomes permanent part of one's personality.

Third, it should be role-specific and involve practice; it helps employees do their present jobs better and skills that are practiced often are better learned and less easily forgotten. Fourth, an effective T&D function should be carefully planned in terms of reading materials, learning duration, and instructors. Their proper organization enhances training effectiveness. Fifth, it should be transparent to all employees at all levels. Employees should be aware of selection criteria of trainees and trainers, preparation of relevant teaching materials, training room and accommodation of courses and actual conduction of courses. They feel responsive to training programmes when they are well informed. Lastly, it should be evaluated. Training consumes both organization's time and money, therefore it is important to determine how well it was conducted (i.e. trainees feedback). Evaluation reports establish whether the organization has derived more-or-less the same value from the amount of money and time invested in the programme.

The conceptualization by Gupta (2007) highlights the scope of an effective training programme. Through careful follow up of provided steps, an organization will provide required training to required employees. This will enhance the ability of employees to execute their daily activities in working place. Likewise public service management department can only perform well if its training programmes have clear

scope and objectives; improve capability of an individual employee; and be role-specific and involve practice. Tanzania Institute of Education departments should also develop a programme that involves careful planning in terms of training materials, learning duration, and instructors without forgetting proper mechanism of evaluation.

2.3 Methods for Job Trainings to Employees

Many training techniques are created almost every year by the rapid development in technology. Deciding among methods usually depends on the type of training intended, the trainees selected, the objectives of the training program and the training method. Training is a situational process that is why no single method is right for every situation. While some objectives could be easily achieved through one method, other objectives could necessitate other methods. Many training programs have learning objective in more than one area. When they do, they need to combine several training methods into an integrated whole.

Training methods could be classified as cognitive and behavioral approaches. Cognitive methods provide verbal or written information, demonstrate relationships among concepts, or provide the rules for how to do something. These types of methods can also be called as off the job training methods. On the other hand, behavioral methods allow trainee to practice behavior in real or simulated fashion. They stimulate learning through behavior which is best for skills development and attitude change. These methods can be called as on-the-job training methods. Thus; either behavioral or cognitive learning methods can effectively be used to change

attitudes, though they do so through different means. Cognitive methods are best for knowledge development and behavioral methods for skills (Blanchard and Thacker, 1998). The decision about what approach to take to training depends on several factors that include the amount of funding available for training, specificity and complexity of the knowledge and skills needed, timeliness of training needed, and the capacity and motivation of the learner (Woods, 1995).

The decision about what approach is appropriates in the training depends on several factors that include the amount of funding available for training, specificity and complexity of the knowledge and skills needed, timeliness of training needed, and the capacity and motivation of the trainees. In order to be effective, training method should; motivate the trainee in improving their performance, clearly demonstrate desired skills, provide an opportunity for active participation by the trainee, provide an opportunity to practice, provide timely feedback on the trainee's performance, provide some means for reinforcement while the trainee learns, be structured from simple to complex tasks, be adaptable to specific problems, encourage positive transfer from training to the job.

To be effective training method should; motivate the trainee to improve their performance, clearly demonstrate desired skills, provide an opportunity for active participation by the trainee, provide an opportunity to practice, provide timely feedback on the trainee's performance, provide some means for reinforcement while the trainee learns, be structured from simple to complex tasks, be adaptable to specific problems, encourage positive transfer from training to the job.

2.3.1 Off-The-Job Training Methods

Training which takes place in environment other than actual workplace is called off-the job training. Off-the-job training is usually designed to meet the shared learning needs of a group rather than a particular individual's needs. Lectures, conferences, seminars, workshops and vestibule school are the common forms of off-the-job training. These methods enable employees to gain skills and knowledge which gives them confidence to perform their duties successfully as analyzed from the stated basic functions of the local government namely:-

  i)   Maintenance of law, order and good governance.

  ii) Promotion of economic and social welfare of the people within their areas of jurisdiction.

  iii) Ensuring effective and equitable delivery of qualitative and quantitative services to the people within their areas of jurisdiction.

Each of the training methods predominantly target on developing a particular skill set though other skills may also develop to some extent in the process. Generally, job training in many organization have been seen as a problem or an obstacle regardless of its necessity to employee and organization at large due to the fact that providing training to employees it is more cost fully and those costs cannot be replaced especially when trained employees left the organization or the job after gaining skills to other organization which pays highly. Through these jobs training employees understand and gain new skills that enabled them cope with new introduced technologies and methods in performing the jobs. The situations which helped them perform the job efficiently and effectively.

2.3.2 On-the Job Training Methods

The purpose of the on-the-job training session is to provide employee with task-specific knowledge and skills in work area. The knowledge and skills presented during on-the-job are directly related to job requirements. Job instruction technique, job rotation, coaching and apprenticeship training are the common forms of on-the job training methods. Fully on-the-job training theoretically does not involve any off-the-job training. However, it is very rare for 100% of training to take place as part of the productive work of the learner. Job instruction training is a structured approach to training, which requires trainees to proceed through a series of steps in sequential pattern.

This type of training is good for task oriented duties such as operating equipment. The instructor or supervisor prepares a job breakdown on the job, while watching an experienced worker perform each step of the job. Job instruction technique consists of four steps, preparation, present, try out and follow up (Blandchard and Thacker, 1999). Job rotation is the systematic movement of employees from job to job or project to project within an organization, as a way to achieve various different human resources objectives such as: simple staffing jobs, orienting new employees, preventing job boredom or burnout, rewarding employees, enhancing career development, exposing employees to diverse environments (Woods, 1995).

Excellent job rotation program can decrease the training costs while increases the impact of training, because job rotation is a hand on experience. Job rotation makes employees more self-motivated, flexible, adaptable, innovative, eager to learn and able to communicate effectively.

One of the possible problems with the rotation programs is the cost, since job rotation increases the amount of management time to spend on lower level employees. It may increase the workload and decrease the productivity for the rotating employee's manager and for other employees. Job rotation may be special valuable for organizations that require firm-specific skills because it provides an incentive to organizations to promote from within (Jerris, 1999). Coaching is the process of one-on-one guidance and instruction to improve knowledge, skills and work performance. Coaching is becoming a very popular means of development, and often includes working one-on-one with the learner to conduct a needs assessment, set major goals to accomplish, develop an action plan, and support the learner to accomplish the plan. The learner drives these activities and the coach provides continuing feedback and support.

Usually coaching is directed at employees with performance deficiencies, but also used as a motivational tool for those performing well. Coaching methods solve precise problems such as communication, time management and social skills. Executive coaching generally takes place on a monthly basis and continues over a period of several years. Often, coaches are brought in where there is a change in the structure of the company, when a team or individual is not performing well or where new skills are required. Coaching assumes that you are fine but could be even better (Kirwan, 2000). Apprenticeship is one of the oldest forms of training which is designed to provide planned, practical instruction over a significant time span. Apprenticeship was the major approach to learning a craft. The apprentice worked with recognized master craft person (McNamara, 2000).

2.4 Contributions of job trainings to employees' performance

Job training to employees has great impacts on their performance. The results show that both attitude and ability positively influence employees' performance. When trained specifically focused on their training needs, those training enabled employees improves their level of performance towards achieving individual and organizational goals. In their studies some of researchers and writers of books has identified several contributions of job training to employees' performances. Kirwan,T.H (2000) on his experiment of time management Training shows that: the effects on time management, behavior, attitude and job performance examined that contrary to expectations, respondents did not report more frequent use of time, behavior, more job satisfaction, or less job-induced tension after training compared with those not receiving training. Job performance did not significantly change after training the training group participant's perceptions of control over time, however, increased 4 to 5 months after training approaching the level maintained by the non-training group.

Zummach et al (2002) on the report forwarded state that employee training and development programs also have a positive impact on performance, job quality affects workers morale, job satisfaction and the scope workers have to apply their skills and abilities to the job –all key contributors to productivity performance. Heiple (2003) examined that, "as a result of standardizing our training curriculum and putting…, through your train the trainer program which emphasized both delivery we have experienced 40% growth in our production over last year". This gap has been raised due to the fact that training provided to employees during that time enabled them to improve their performance than before engaging on training. The improvement of their performance enabled the organization to increase its productivity

to the stated percentage.

Prasad (2006) expressed these contributions in terms of training and development outcomes and operational outcomes. He listed training and development outcomes as attitudinal change, skill development, high morale, high job satisfaction, higher motivation and increased organizational flexibility and operational outcomes as increased productivity, increased sales volume, increased customer satisfaction, decreased turnover rate, decreased absenteeism and decreased plant failure. It can be noted that training outcomes leads to operational outcomes. It happen to be for the fact that skilled, competent and confident employee tend to improve their work performance which resulting in the improved operational outcomes. Therefore, there is a need to conduct the study whereby the research findings will enable to identify the best methods which will be applied in conducting systematized training programs.

2.5 Responsibilities of TIE on implementing job training.

Training and development programmes for all staff (academic and non academic) is guided by TIE training policy and TIE training programme. Training and development programme intends to serve as working tool for TIE and is designed to facilitate the optimization of both individual worker's productivity and general organizational performance.

2.5.1 Tanzania Institute of Education training policy

The policy takes on board the long training and short training courses, professional courses and in house training. It all covers staff with special talents. TIE training

policy has the obligation of enabling all staff to perform their duties more efficiently and effectively through systematic acquisition of needed skills, knowledge and attitudes by ensuring existence of planed and continuous training, retraining and competence development programmes. TIE has to support who are committed to develop their carrier and professionalism needed to enhance their work productivity. All supervisors are required to conduct and prioritize the training and prioritize the Training needs analysis for all staff under him or her through OPRAS and submit them to the head of human resources. The process of identifying training needs involved in the following areas:

i) To identify the general needs of TIE as an organization; departmental, job and individual needs and set training objectives. Collect data through interviews, questionnaire, observations and documentation,

ii) Analyze data using both quantitative and qualitative methods

iii) Generate a series of recommendations, noting that some performance problems are not necessarily training related (TIE, 2006).

Therefore training has contained policy on local training, external training, selection criteria for local and external long and short courses, orientation programs for all newly staff, practical training or sabbatical leave, evening classes, staff with special talents, refund of training costs and evaluation of training and development programmes.

2.5.2 Tanzania Institute of Education Training Program

Training program was formulated through a systematic assessment of institutional needs, essential inputs and desired outputs. Both management and individual needs

are identified and incorporated as much as possible. The program is responsive to the implementation of TIE Act's No. 13 of 1975, TIE five year Rolling strategic plan, TIE mission and vision and is guided by the TIE training policy as well as the Public Service Management and Employment policy (PSMEP).

The objective of training program to the institute is a capacity building tool for TIE members staff designed are:

i) To sharpen their knowledge and skills for the effective and efficient discharge of the institutes functions,

ii) Enable the institute realize its vision and mission and this is achievable only if TIE roles are carried out by curriculum development experts with up to date competences.

iii) To promote career development for individual employees to enhance job satisfaction and motivation and open up better chances for promotion based on merit.

The TIE staff training needs analysis done as results of staff responses to questionnaire given to them to identify long term or short term training needs according to TIE priority areas. The criteria for selecting staff for various courses are guided by the TIE staff training and development policy. In addition to that amongst criteria applied are TIE core functions needs bases and age of the staff. All identified training needs is prioritized and hence categorized into urgent and regular training needs. The urgent identified for the purpose of training program as a skills gaps requiring immediate redress to enable staff optimally discharge the basic role of their posts. The evaluation of training programme would be evaluated to ensure that:

i) The training was properly delivered.

ii) There was a change in behaviours as result of the training attended by the staff.

iii) The intended outcomes were realized.

The evaluation follow up is conducted by trainers in the first phase, monitored by supervisor in the second phase and followed by Human Resource unit in the last phase. The outcomes of the evaluation would be used as an input for reviewing current and future training and development program. However since its establishment, Tanzania Institute of Education has not been able to fully fulfill its roles due to inadequate resources, both human and financial, allocated for implementation of its core functions. Analysis of Tanzania Institute of Education's job performance skills requirements towards available competencies reveal a wide range of training needs. The Institute does not have enough qualified staff for efficient and effective execution of its critical core function in its departments (TIE, 2006).

2.6 Research Gap

Despite the efforts made on training in government Institution the above literature reveals that employees' performance within public institutions is considered to be unsatisfactory. In Tanzania experience shows that, in Government Institutions, training of employees is not given the required attention, while employees are to be trained to their full potential so as to cope with the prevailing changes in the competitive environment. These weaknesses motivated the researchers to carry out a study with an intention of examining the effectiveness of training programs within the public Institution. The main focus will be on how an individual staff has been

benefited from job training towards performing their daily activities.

2.7 The Conceptual Framework for the Study

The employees are the key element of the organization. The success or failure of the organization depends on employee performance. Therefore, organizations are investing huge amount of capital on employee training. In this study the key variables identifies related to Job Training and Employee performance. The researcher has developed a model which explains the relationship between employee training variables (employee learning, skill growth, self directed, employee attitude) and employee performance variable. The employee performance will affect on organizational effectiveness. The proposed model is devise in the light of literature review of past researchers conducted in different studies related to Job training and employee performance. The propose model is self made and explains the relationship between Job Training and employee performance. Employee performance is a dependent variable and Job training is independent variable. Job training variable is operationalised by the following sub variables;
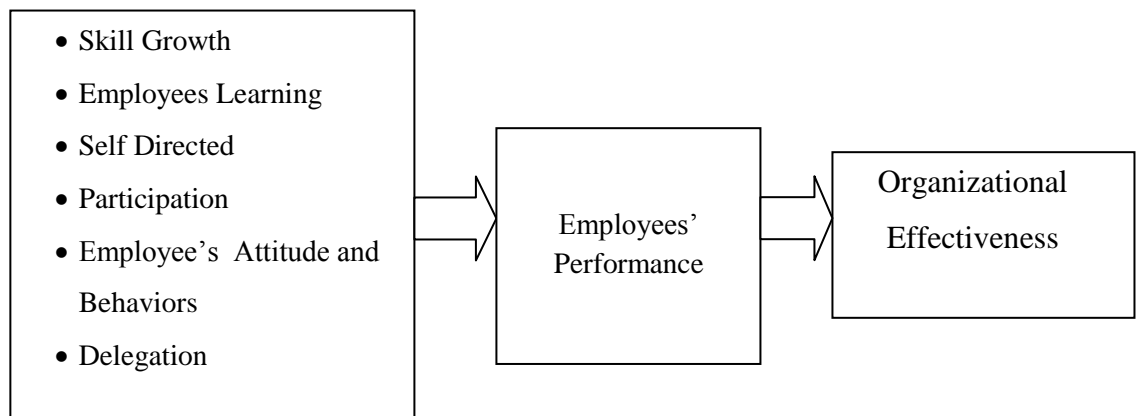
Figure 1: Shows the Empirical Framework for the Study

Source: Research Data 2013

Proposed Model: Job training and its affect on employees' Performance means employee productivity and output as a result of Job Training. Employee performance will ultimately affect the organizational effectiveness too. Employee Learning: Employee learning explains the process of acquiring knowledge through curiosity to learn. It is a mind-set who has anxiety to get information. Employee learning will increase the abilities and competency of the employee (Dixon 1999). The abilities and competencies are helpful in employee performance and productivity. Skill Growth: It means to increase in the skill inventory level of an employee. The skill growth is possible through training and coaching. The skill level will affect on the employee performance. Employee performance will affect the organizational effectiveness.

Self Directed: Employee development also depends upon the individual employee, how much curiosity to learn.

    iv) How much curiosity to learn an individual employee?

    v) How to learn to develop themselves?

As when individual employee wants to learn, he would learn more and more, he would participate in many other activities such as attend seminars, workshops and others training sessions, either on the job or off the job. This indeed would lead to employees training and then employee performance. Employee Attitude and Behavior: Employee attitude and behavior refers to the responsiveness of an employee. When employee is nominated in different workshops, and training sessions, the employee attitude and behavior will determine the seriousness in training and development programs. The responsive employee will learn different

skills which will increase the employee performance. Employee performance will affect the organizational effectiveness as well.

Delegation: If managers delegate authority to the employees to perform the task, what they want can also lead to enhance performance. Employees will do those activities which they can perform more easily. This will lead to achieve organizational goals and thus enhance organizational performance (effectiveness). Employee Performance: Employee Performance means employee productivity and output as a result of employee development. Employee performance will ultimately affect the organizational effectiveness.

Organizational Effectiveness: Organizational effectiveness refers to the achievement of overall organizational goals (Milkovich et al, 2004). Job Training leads to employee performance. Individual Performance of an employee will lead to the organizational effectiveness. Therefore employees are valuable resources (asset) of the organization. The success or failure of the organization depends on employee performance. The key variables identifies related to Job Training and Employee performance. The paper presents the importance of the Job Training, Roles of training policy and challenges of job training. The discussion develops a proposed model which explains the relationship between Job training variables (employee learning, skill growth, self directed, employee attitude) and employee performance variable and the employee performance will affect on organizational effectiveness.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter explains the study methodology. Walonik, (2004) describes research methodology as a basic research plan section. It usually begins with few short introductory paragraphs that restate the purpose and research questions. The phraseology should be identical to that used in chapter one. Therefore the chapter involves the scope of the study, targeted population, study population and sample size, data collection tools and data collection techniques to be employed in the study.

3.2 The Scope of the Study

This research study covered the entire Tanzania Institute of Education, Dar es Salaam. The data collections reflect the variables found in the departments and its sections of the Institute as to represent the alarming problem country wide in public institutions. Intensively the study is to be covered by department of Human Resource and Administration, Curriculum Development and Review, Educational Material and Design, Center for Curriculum Training and Development and Research Information and Publication.

Geographically Tanzania Institute of Education (TIE) is located at Mwenge, Plot no. 686 along Ally Hassan Mwinyi Road, (Bagamoyo Road) .TIE is between National Examination Council of Tanzania (NECTA) and Mwalimu Nyerere Memorial Gallery in Kinondoni Municipality.

3. 3 Targeted population

Population included all habitants of a particular place or group within the institute. Population is usually limited to categories such as age, education, status and occupation. It excludes other of the analysis informed by communities' value system and ways of perceiving reality (Mnondwa, 2008). The population for study involves employees within the institute under the departments mention in the previous part. The study covered the heads of departments, administrators and other operative employees within the mention departments.

3.4 Study Population

The total population of the Tanzania Institute of Education is 97 staff; this comprises five departments namely; Human Resource and Administration 40, Curriculum Development and Review 35, Educational Material Design and Development 9, Research Information and Publication 6 and center for Curriculum and Training 7.

3.4.1Sample Size

Table 1: Population of the study and Sample Population

Department	Department's Population	Targeted Sample
Human Resource &Administration	40	20
Curriculum Development& Review	35	18
Educational material Development& Design	9	5
Research Information & Review	6	3
Center for Curriculum & Training	7	4
Total	97	50

Source: Research Report 2013

Sample size refers to the number of items or respondents to be selected from the universe to constitute a sample. Kothari (2004).Thus a researcher has selected a sample of 50 employees from all departments as well as the top management. Selected members are classified into low, middle to high levels based on position, qualification and gender. In the same way the researcher then aspect that the sample size was suitable and manageable to a researcher in investigating the information needed for the study. The sample size used was equivalent to 50 of the total number of selected employees at the Tanzania Institute of Education.

3.4.2. Sampling Techniques

The researcher applied the simple random sampling and purposive sampling techniques to draw a sample from the Institute population. The research decided using this method due to limited due to shortage of time (time limit), while purposive sampling was applied to the departmental/section/unit heads because respondents selected have specific character and information's for the study.

3.5 Data Collection Methods

It is known that a single method is not an effective and efficient enough to collect the necessary information required. Hence three methods of collecting data is used in this study, as shown below:

3.5.1 The Questionnaire

This is a carefully designed instrument for collecting data where the written questions or statements related to the objectives of the study was applied to get information from the respondents. This instrument enabled the researcher on

collection of the accurate and liable and save time in collecting data as the large sample involved in the study within a short period of time especially when personal administration with on spot collection are employed.

3.5.2 The Interview

The interview is a verbal interaction between the researcher and the respondents. The main advantage of interview is that it can help to offset some problems which are associated with questionnaires also it gives a high response rate as compared to the questionnaire. (Kothari, 1992).The researcher therefore was conducted an interview with 10 respondents from 5 heads of departments and 5 respondents so as to have additional information for the study.

3.5. 3 Documentary Review

The researcher used secondary data published and unpublished documents retrieved from various official documents and reports relevant to the research problem from Tanzania Institute of Education. Other sources were from the articles, pamphlets, magazines. This method is purposely selected to enable makes references from documentaries available to support the study.

3.6 Data Processing and Analysis Method

The analysis of data based on quantitative and qualitative approaches. Quantitative data analysis will involve coding of numeric and non numeric and non numerical responses on the data from survey research, and using SPSS software to run frequency procedures for checking data entry errors and making summary statistics

of the data and to compute the analysis of variance, a statistical technique for investigating the difference between groups on some dependent variables.

Qualitative data analysis involved three interactive components; data reduction, data display and drawing and verifying conclusions. In each of the three components, the following two operations, coding and developing proportions will be applied. Data was collected processed, analyzed, presented and interpreted by statistical methods in research for verification or testing assumptions made in preliminary stage as well as making final generalization and conclusion.

3.7 Pre Test

In case of social research, it is considered advisable to do some field observation and as such a researcher may undertake some sort of preliminary survey or what is often called pilot survey, (Kothari, 2004). A pre-test or pilot study served as a trial run that allowed us to identify potential problems in the proposed study. Although this means extra effort at the beginning of a research project, the pre-test and/or pilot study enabled us, if necessary, to revise the methods and logistics of data collection before starting the actual fieldwork.

3.7.1   When do we Carry Out a Pre-Test?

i)   Pre-testing at least your data collection tools, either during the workshop, or, if that is impossible, immediately thereafter, in the actual field situation.

iii) Pre-testing the data collection and data-analysis process

3.7.2 Components Assessed During the Pre-Test

i) The aim is to see the reactions of respondents to the research procedures and to questions related to sensitive issues.

ii) The appropriateness of study type(s) and research tools by assessing the validity and reliability of study design

iii) The appropriateness of format and wording of questionnaires and interview schedules and the accuracy of the translations

The time needed to carry out interviews, observations or measurements.

iii) The feasibility of the designed sampling procedures

iv) The feasibility of the designed procedures for data processing and analysis.

3.8 Ethical Consideration

In this study, the issue of ethical consideration was highly considered; Confidentiality and anonymity of respondents was considered as they neither asked their names nor there really identification to be revealed to anybody. The explanation was given to all respondents regarding to the purpose and benefit of the study. Consent for participating in the study was sought from the respondents and the confidentiality of the information and right to withdraw from the study also expressly stated.

On the logistical part, the researcher asked for the permission to conduct the research from the Open University of Tanzania who prepared an official correspondence to seek research permit at Tanzania Institute of Education.

CHAPTER FOUR

4.0 DATA ANALYSIS, PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter presents the study findings using the research data collection techniques. However the overview of the spatial findings of employee's responses and other characteristics of the study findings related to establishment is presented. Data analysis, presentation and discussion have been presented based on documentary review guide, research questionnaires which were mainly on views from 50 respondents and interview conducted by researcher.

The study was guided by three research objectives. The first research objective is to examine if the institutes conducts on job training with the view to take it in right perspective, the second is to identify methods applicable to develop effective trainings for making employee proficiency and lastly was to suggest ways training programme can be more effective in achieving organizational objectives.

4.1 Biographic Characteristics of Respondents

This part presents personal information of the respondents such as department, gender, educational level, department and working experience with the Institute. As it was said earlier, the study comprises three methods of data collection that is: interview, documentary review and questionnaires.

4.1.1 Respondents by Departments and Gender

50 respondents' male and female from 5 sections in four (4) departments of the Institute has been included for the study namely; Human Resources and

Administration, Curriculum Development and Review, Educational Material and Design, Center for Curriculum Training and Development, and Research Information and Publication. Hence, the distribution of respondents by departments and gender are summarized in Table 2:

Table 2: Distribution of Respondents by Departments and Gender

Gender	Departments/ Section											
	HRA		CDR		EMD		CCTD		RIP		Total	
	No	%	No	%	No	%	No	%	No	%	No	%
Female	4	8%	4	8%	3	6%	4	8%	3	6%	19	38%
Male	6	12%	6	12%	9	18%	4	8%	6	12%	31	62%
Total	10	20%	10	20%	12	24%	8	16%	9	18%	50	100%

Source: Research Report 2013

4.1.2 Distribution of Respondent's by Level of Education and Working Experience

Respondent's Level of education and working experience has been included in the study. Therefore researcher expects that the obtained information should provide a clear picture concerning on job training towards employees performance. This is summarized in the table 3.

Table 3: Distribution of Respondent's By Level of Education & Working Experience

Level of Education	Experience									
	0 -5Yrs		6 -10 Yrs		11-20 Yrs		21Yrs +		Total	
	No	%	No	%	No	%	No	%	No	%
Secondary Level	2	4%	1	2%	2	4%	-		5	10%
Diploma Level	2	2%	2	4%	2	4%	3	6%	11	20%
University Degree	4	8%	9	18%	1	2%	10	20%	24	48%
Others	3	6%	1	2%	5	10%	2	4%	11	22%
Total									50	100

Source: Research Report 2013

4.2 The Implementation of on Job Training at the Institute

Research objective intends to examine the way on job training is implemented in the public institutions in Tanzania.

4.2.1 Implementation of on Job Training at the Institute

The question on the implementation of job training was asked purposely in order to verify and examine if on job training is implemented at the institute since there are close relationships between on job training and employee's performance. The Table 4 shows that, 38 (84.4%) of respondents agree that on job training is implemented at the Institute while 7 (15.6%) of respondents disagreed on the same. However generally the findings have revealed that majority of respondents (84.4%) admitted that on job training is implemented at the Institute.

Table 4: Implementation of on Job Training at the Institute

RESPONSES	RESPONDENTS	PERCENTAGE
Yes	38	84.4%
No	7	15.6%
Total	50	100%

Source: Research Report 2013

4.2.2 Duration of Job Training at the Institute

The importance of this question to this study was to identify category of training which were mostly conducted at the Institute. Table 5 below shows the outcome from the respondents, on which 9 (18%) of them responded that they attended short-term training, 3(6%) respondents admitted that they have attended long term training and 36(72%) respondents reacted that they attended both training (long term an short term) conducted at the Institute. The findings revealed that 72% attended both long term and short-term, only 6% attended short course on job training, this implies that both long term and short term job training are conducted at the Institute.

Table 5: Distribution of Respondents Towards Training Category

Nature Of Training	No. Employees	Percentage %
Short term	9	18
Long term	3	6
Both	36	72
TOTAL	48	96

Source: Research Report 2013

The same question has been interviewed to the heads of departments; the response was: Heads of departments categorized as short term and long term training. Short term training takes less than 9 months which is in forms of seminars and workshops, meeting, orientation (especially for new employees), job rotation, apprenticeship and short courses. Long term training takes 1year to 3 years or more, this is based on master's degree, PhD and Postgraduate diploma holders specifically on their related fields.

Interview question were conducted to the heads of departments on the methods applicable in selecting workers for training. OPRAS is the method used to select the employees for training; this is done by heads of departments through interviews, questionnaires, observations to employees and documentation. However, selection of staff for training depends largely on training program guidelines. Other considerations are such as; financial ability of the Institute, sponsorship conditions and age of staff.

4.2.3 The Mechanisms Guiding Training Programme at the Institute

Then respondents were also asked if the institute has mechanisms for guiding training programme. The finding shows that (72.1%) agreed that the institute have the mechanisms on guiding training programmes while (29.9) disagreed on the same. Furthermore respondents were required to indicate the mechanism guiding training programme, 73% of respondents indicated that strategic plan and training policy were the guiding tools for the training programme while 9% indicated only training policy to be the guiding document, while 18% attributed it to strategic plan.

4.2.4 Training Available at Tanzania Institute of Education

Generally documentary review shows that provisions of on job training in the studied departments/ section indicates that training falls in priority areas. In five sections studied, training provisions varies by departments and responsibilities undertaken as shown in Table 6.

Table 6: Distribution of Trained Employees by, 2008 and 2009

Cadre	Available staff								
	STD VII/ VIII	Seconda ry level I	Diploma	Bachelor	Master's and above	Total	%	Trained employees	%
Curriculum developers	0	0	1	14	26	41	47%	40	97%
Administrative staff	0	11	4	7	1	23	27%	8	34%
Supporting staff	19	2	0	0	0	21	25%	10	47%
Total	19	13	5	21	27	85	100%	58	

Source: Research Report 2013

4.2.5. Implementation of on Job Training at the Institute

The question on whether on job training is well implemented has been asked to observe the positive impacts of training program to employees' performance at the Institute.

Table 8: Distribution of Respondents Attending Job Training per Year

Training	No. Of Respondents	Percentage
Project management	13	26%
ICT in management	15	30%
Office management	5	10%
Communicational skills	12	24%
Education monitoring assessment & evaluation	20	40%
Learning assessment	23	46%
Authorship, editing & desktop publishing	40	80%
Curriculum development	7	14%
Procurement in public services	2	4%
Marketing	3	6%
Customer care skills	30	60%
Computer course	46	92%
English course	10	20%
Office attendance	7	14%
VIP driving skills	8	16%
Basic motor vehicle maintenance skills	8	16%
Cert. Lib. Studies	4	8%
Office machine operating skills	5	10%
Negotiation skills	4	8%
Policy formulation	3	6%

Source: Research Report 2013

4.3 Methods Applicable in Developing the Effective Training

The researcher checked out available training methods and how is it applied in developing effective training program at the Institute.

4.3.1 Methods Applicable on Training

In this research question the respondents were asked if the Institute have methods to be applied on training. Table five bellow shows (76%) agreed that the institute have training method while (24%) disagreed on the same.

Table 9: Presence of Methods Applied on Training

Responses	Respondents	Percentage
YES	38	76%
NO	12	24%
TOTAL	50	100%

Source: Research Report 2013

4.3.2 The Extent to which Employees Attended Training

A researcher posed this particular question in order to know the extent to which employees' attends training at the Institute. The table 10 below shows that 29(58%) respondents has attended on job training more than once, 11(22%) responded that they have attended on job trainings three times, 6(12%) respondents has attended on job training two times, 2(4%) responded they have only attended on job training once. However, the study shows that 58% of the respondents, have been attending on job training more than three times and only 4% attended at once. This implies that majority of respondents are attending on job training frequently. 2% did not respond to the question.

4.3.3 Types of Training Available at the Institute

The research finding shows that various type of training has been required depending on the employees position, specific tasks and work requirements, change of technologies and methods of work. Findings have revealed that several training is applied in sharpening workers skills for better performance in their jobs. Table 10 bellow, presents types of training applied to facilitate achievement of training program. Data shows that orientation and training has been important trainings to be provided to organization staff. The researcher found that 84.78% of respondents accepted orientation training, 78.26% accepted job rotation, 72.5% conferences, seminars and workshops, and the remaining.

Table 10: Training Available at the Institute

Response	No. of Respondents	Percentage
Job rotation	27	54.00%
Apprenticeship/ internship	22	44.00%
Induction	35	70.00%
Orientation	45	90.00%
Coaching	42	84.00%
Correspondence	18	36.00%
Conferences	48	96.00%
Seminars & workshops	46	92.00%
Refresher and promotion	9	18.00%
TOTAL	**50**	**100.00%**

Source: Research Report 2013

Orientation training has been employed to new employees to prevent unnecessary destruction or damage of material and means to avoid accidents so that the employees remain healthy enough to continue working. New employees should be

given a better understanding of job process and make aware of the skills and abilities of new responsibilities in performing it. However Refresher and promotion training has been given to employees to introduce them new ways and approaches, new responsibilities and advanced technologies, prior-training, makes employee feel confident and reduced fear of doing wrong in their responsibilities.

4.3.4 Performance Improvement Through Job Training

This question was intending to verify if on job training has positive impacts towards employees' performance, since there is a close relationship between on job trainings and individual performance. The table 11 shows that, 40 (88.9%) of respondents agreed that their performance were improved after training while 5 (11.1%) disagreed on their performance improvement, saying that improvement was not due to the training obtained. The findings revealed that the majority of respondents agreed that, there were positive impacts towards employee's performance after training.

Table 11: Shows Performance Improvement Through job Training

Response	Respondents	Percentage
Yes	40	88.9%
No	5	11.1%
Total	45	100%

Source: Research Report 2013

4.3.5 The Extent to which Performance is Improved

Based on section 4.3.2 above the employees were supposed to indicate the extent to which performance   has been improved.

Table 12 shows that, 22 (44%) of respondents indicated that their efficiency and speed has improved "very good", 33(66%) of respondents indicated that boredom reduced is "good", 41 (82%)of respondents agreed that fewer accidents and problems with equipment and machinery is "good", 40(80%) responded that job satisfaction and working morale is "very good", 39(78%) responded confidence is improved "good", 42(84%) responded cost associated with wastage and fewer error is "good", 37(74%) responded time management has improved "very good", 45(90%) responded that number of customers has increased "good". The study findings indicates that, majority of respondents accepted that trained employees has improved their performance at the Institute. Therefore frequent on job training must be conducted for the betterment of Institute viability.

Table 12: Shows the Degree under Which Employee's Performance Improved

Factors	Very good	%	Good	%	Poor	%
Efficiency and speed is improved	22	44			0	
Reduced boredom			33	66	0	
Fewer accidents and problems with equipment and machinery			41	82	0	
Improve job satisfaction and working morale	40	80			0	
Confidence is improved			39	78	0	
Number of customers has increased			45	90	0	
Reduce in costs associated with wastage and fewer errors.			42	84	0	
Time management is improved			37	74		

Source: Research Report 2013

4.4. The Application of Training Policy to the Need of the Employees

This research objective was imposed to check out the implementation of training policy at the Institute.

4.4.1 Availability of Training Policy of the Institute at the Institute

This question was asked in order to see if employees are familiar with the Institutes' training policy, since there is a connection between training policy and training program. Table 13 shows that, 40 (88.9%) of respondents agreed that have come across training policy while 5 (11.1%) of respondents disagreed that they have never come across the training policy. Findings depict that (88.9%) of respondents indicated that they are familiar with the Institute training policy.

Table 13: Respondent's Awareness on Training policy

Response	Respondents	Percentage
Yes	40	88.9%
No	5	11.1%
Total	**45**	**100%**

Source: Research Report 2013

4.4.2 The Contents on Training Policy

The findings shows that majority of employees are not familiar with training policy, due to behavior of not reading policies either regulations at job place, therefore it's difficult to know what is in it. Few of them with reading habit has indicated what is contained in the policy to include the following:

    i) Objectives of training policy

ii) Scope of training policy

iii) Training and development objectives

iv) Training policy on local training course and external training

v) Expected results for training program

vi) Evaluation of the training program

4.4.3 The Extent to Which Policy is Implemented

Researcher finds out the status of training policy to the performance of the employees by asking if the training policy is well implemented. The table 14 below shows that, 38(84.4%) of respondents agreed is well implemented, 7(15.6) of respondents disagreed on policy implementation. Findings revealed that (84.4%) of the respondents admitted that the implementation of the training policy is good. Therefore, training policy is supportive to the employees performance since is well implemented.

Table 14: Shows Implementation of Training Policy

Responses	Respondents	Percentage
Yes	38	84.4%
No	7	15.6%
Total	45	100%

Source: Research Report 2013

4.5 The way on Job Training can be Effective Towards Employees' performance

This research objective is sited to find out the best way of implementing training program so as to bring out the targeted outcomes through training program.

4.5.1 Training Needs Assessment

The respondents were asked if the Institute conduct training needs assessment and the outcomes as shown in table 11 indicates that 38 (76%) respondents agreed that the Institute conduct training needs assessment 7(14%) respondent disagreed on not conducting training need assessment. Therefore majority (76%) agreed that the Institute conduct training needs assessment before training.

Table 15: Respondents Training Needs Assessment

Responses	Respondents	Percentage
Yes	38	76.00%
No	7	14.00%
TOTAL	**45**	**90**

Source: Research Report 2013

4.5.2 The Implementation of Training Needs Assessments

The findings as shown on table 16 bellow, revealed that 27(54%) respondents indicated that an assessments is conducted before training, 7(14%) respondents agreed that is conducted during training 6(12%) agreed that is carried out before and after training. The majority of respondents (54%) agreed that is conducted before training and minority (12%) agreed that is done before and after training.

Table 16: The Implementation of Training Needs Assessment

Responses	Respondents	Percentage
Before training	27	54%
During training	7	14%
After training	10	20%
Before and after training	6	12%

Source: Research Report 2013

4.5.2 Importance on Job Training to Employees' Performance

The question regarding "the importance of on job training to employees' performance" were asked to get a picture towards the attitudes of employee's on the importance of training in relation to their performance. The finding shows that 38(84.4%) of respondents agreed that job training is important on their performance while 7(15.6%) said not important.

Table 17: The Importance of Job Training to Employees

Responses	Respondents	Percentage
Yes	38	84.4%
No	7	15.6%
TOTAL	50	100%

Source: Research Report 2013

4.5.3 Problems Hindering the Implementation of on Job Training Program

Researcher wanted the views from respondents on what challenges hinders implementation of job training programmes at the Institute.

A researcher used both methods of data collection that is, questionnaires and interview and the findings were as follows:

i) Shortage of funds since actual budget is less than approved budget

ii) Labour turnover after employees being trained

iii) Employees expectation from the training attributed to better compensation and promotion after being trained though main objectives of the programmes is to acquire skills and competence on performing specific tasks

iv) Poaching of some potential trained employees from the ministry

v) Lack of sound policy for retaining employees after the programme

vi) Shortage of qualified experts on identifying the gap between job demand and performance capability of an employee.

4.5.4 Measures on Improving the Implementation of on Job Training Programme

Apart from the identified challenges/problems respondents were also required to suggest possible strategies for improving on job training programs.These were identified to be;-

i) There must be clear stated policy on retaining employees after training.

ii) There should be relationships between actual budget and approved budget.

iii) The programmes should focus on employees' job specification.

iv) There should be qualified experts on planning, implementation and evaluation of on job training programmes to the institute.

v) Promotion and compensation should be given priorities in order to retain trained staff.

4.6 Conclusion of the Findings

The findings on the effectiveness of on job training in public Institution has been summarized here below as follows;

The findings of this study have revealed that Public Institutions conducts on job training. This conclusion is based on the 84.4% of the respondents at the Tanzania Institute of Education who justified the presence of on job training being conducted on the view to improve employee performance. Through this study, several methods were identified which are applicable for making employee

proficiency. This was proved by 72.1% of the respondents as summarized above. The study further indicates that Strategic Plan and Training Policy is available as guiding documents to guide the employee training program and processes as it has been accented by 73% of the respondents during this study. Further, 78% of respondents have admitted that there is a relationship between training and employee's performances and has shown reasons of training employees of all levels, as Job requirements, technological change, organizational viability, internal mobility and employee obsolescence. The study also has revealed that on job training has several impacts to organization. This includes increase in service provisions, reduces supervision, reduces compensation in terms of injury, reduces damage of properties such as organizational infrastructures, better quality of works, and reduces employee's turnover and mutual relationships between employer and employees are enhanced.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter denotes the summary, conclusion and recommendations that a researcher found during the whole study at Tanzania Institute of Education

5.2 Summary of Findings

This report is the result of case study conducted by the researcher at Tanzania Institute of Education to assess the effectiveness of job training on employees' performance. The study conducted between June and July 2013. This is a contribution to several studies undertaken by researchers on related issues. Considering the wealth of the findings collected, it is planned that the activity be continued on regular basis so as to track down the trend of employees' job training in the country. Researcher used questionnaires, interview guide designed to collect data from both groups. Further, documentary review was also done to examine the level of trainees from the targeted area of the study.

In interviewing respondents, researcher realized that to the large extent training has contributed much on employees' performance, that the outcomes of those training being observed on employee accountability, transparency, commitment, customer care speed, accuracy in operations and creativity. Moreover the findings revealed that continuing updating employees' capacities permits them to remain socially integrated and acceptable hence retain the sense of independence and contributing to their own support towards improving their performance to maintain the status. Decreased dependency and self confidence built in individual mind when executing

assigned responsibilities/tasks.

5.3 Conclusion

It is clear that the tasks performed by researcher in the area of study laid down the whole picture on how job training provisions has contributed on employees' performance and the benefits gained to both employees and organization through utilizing fully the skills and knowledge gained by employees. Throughout this report, the findings revealed that job training have been identified as one of the most important investment of any organization. It does not only help the organization campaign reach its objectives, but also gets organization image known to the people and in the community. This is a key to creating change and fulfilling organization goals. The good thing with job training is that they celebrate diversity and create new paradigms for thinking and action. They are excellent means of exchanging information through job experience, electronically and at various jobs sharing or exchange. Job training helps to disseminate best practice, skills, knowledge and attitudes and create acceptable standards of quality of work and promote methodologies that work.

5.4 Recommendations

In the real situation of the study done by the researcher at the targeted area of study, recommendations are made in attempt to lay down the sensitive attention of measures to be taken by authorities concerned with administrative programs and training programs to improve job training. Researcher is obliged to make suggestions and recommendations on the following areas after observing the findings and conclusion of this study.

The Human Resource Personnel should have regular and relevant provisions of training to their employees and evaluation conducted regularly for effective feedback from training programs. This will not benefits employees only, but also the organization at large in which costs of running the public institution will be minimized.

i) The Human Resource Personnel should have regular and relevant provisions of training to their employees and evaluation conducted regularly for effective feedback from training programs. This will not benefits employees only, but also the organization at large in which costs of running the public institution will be minimized.

ii) The policy regarding training and development should publicly be known to employees to enable them have understanding on how they are to update their skills and have understanding to their rights of being trained and the process of training

iii) Every department should have their own tentative schedule of training programmes so as to avoid biasness in selecting who will be able to attend training as the trainings occurs. This will enable even those who have not attended training to increase their morale of performance with the expectation that they will get trained once opportunity occurs. The bottom-line is that there must be clear criteria for trainees selection

iv) The government should invest in training with an intention that the results of investing in training and developing its workers is the means in which its objectives will be effectively be achieved. This calls for the government to allocate adequate training funds to allow public institutions to carry out training program effectively.

v) To take advantage of the effectiveness of on job trainings, government should

have appropriate employee retention strategy to ensure that all trained employees are retained and motivated to work for government institutions through programs such as talents management and succession planning. This also calls for the government to continuously improving working environment and provided all necessary materials and support necessary for employee to execute their responsibilities.

5.5 Areas for further study

Tanzania Institute of Education is just one Institution among the many public institutions in Tanzania. The findings of this study were limited to a case study design; the study would be more comprehensive if it could be conducted in the survey and other design to cover other organizations. Therefore the researcher is advising to solicit funds to conduct this kind of study to cover all of the established Institutions requirements especially in both public and private Institutions.

Furthermore a researcher recommends that further studies should be conducted on the matters which lead employees performs poorly in some duties while having necessary skills and knowledge gained through trainings. The areas suggested to be studied are;

i) Factors leading to employees poor performance

ii) A study to systematically evaluate the effectiveness of various training program models

iii) The extent to which motivation is an obstacle to employees' job performance.

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APENDICES

Appendix i: Interview Guide

**INTERVIEW GUIDE FOR HEAD OF DEPARTMENTS AND HUMAN
RESOURCES OFFICERS**

To begin our interview, please tell me a brief story behind your post.

1. What types of training is available to the employees?

- Is there any specific method applicable in selecting workers for training from your section/department?

- Which group/ departments are more focused on training?

2. What is contained in that policy?

3. Is the Institute conducts TNA for trainees?

- How and when TNA is conducted?

4. Do you evaluate staff after training?

- Is there any progress to employee's performance after training

- Who is evaluating staff after training?

Appendix ii: Questionnaire

THE OPEN UNIVERSITY OF TANZANIA

General Questionnaire

INTRODUCTION

Dear Respondent,

This is the questionnaire aimed on collecting some information concerning the research titled "An Assessment of the Effectiveness of Job Training to Employees' Performance in Public Institutions" the Case of Tanzania institute of Education (TIE) The research is conducted as an academic work as Research paper for social science Research methods for Masters of Business Administration (MBA) of The Open University of Tanzania at Dar Es Salaam

Therefore, I assure you that all gathered information through this questionnaire in this study will be treated for academic purpose only and not otherwise. Please, give the answers to the questions in this questionnaire and the information given will be kept strictly confidentially.

Thanks in advance for your good cooperation.

SECTION ONE: GENERAL INFORMATION (please tick or fill in where is appropriate).

1. Position ……………………

2. Department/ section

    Human Resource and Administration   ☐

    Curriculum Development and Review   ☐

    Educational Material and Design   ☐

    Center for Curriculum Training and Development   ☐

Research Information and Publication. ☐

3. Sex of the respondent

Male ☐ Female ☐

4. Level of Education

(a) Secondary Education ☐

(b) Diploma level ☐

(c)University level ☐

(d) Others Please, mention_____

5. For how long have you been with this Institute?

(a) Less than 1 year ☐

(b) 1- 5 years ☐

(c) 6 - 10 years

(d) 11 - 20 years ☐

(e) 21 and above ☐

SECTION TWO: SPECIFIC INFORMATIONS. (Please tick where appropriate)

(A) TO EXAMINE WHETHER THE INSTITUTES CONDUCT ON JOB TRAINING

6. Does the institute conduct on job training?

(a) Yes ☐ (b) No ☐

7. If yes Does training long term or short term?

    (a) Long term   □(b)   Short term   □

    (c) Both   □

8. Does the Institute have any mechanisms guiding training programmes?

    (a) Yes   (b)   No   □

9. If yes tick the appropriate mechanisms guiding training at your Institute

    (a) Training policy   □   (b) Strategy Plan □

(B) TO IDENTIFY METHODS APPLICABLE IN DEVELOPING THE EFFECTIVE TRAINING PROGRAMME

10. Does organization have methods applied in training?

(a) Yes   □(b) No   □

11. If yes mention training methods available in your institute from the list bellow?

(Please tick more than one if is applicable)

    (a)Job rotation   □   (f) Correspondence course □

    (b) Apprenticeship/ Internship□   (g) Conferences □

    (c) Induction   □   (h) Seminars and workshops□

    (d) Orientation   □   (i) College/ university course□

    (e)Coaching   □   (j) Not sure □

    (k) Non of the above   □

12. If yes please specify the way can be useful on your job career. (tick where is applicable

Importance	Agreed	Disagreed
Increases team work		
Created opportunities for promotion		
Increases morale on the work.		
Leads employees to perform his or her job better.		
Improves employee job knowledge and performance.		
Improves employee work attitude and loyalty to the organization.		
Improves employee self-confidence and increase punctuality.		
Increases job satisfaction and recognition.		
Reduces unnecessary damage and accidents.		
Gain new skills and knowledge.		
Increases employees earnings		
Skills development.		
Reduces unnecessary damage and accidents.		
Eliminates the employees' fear in attempting new tasks hence reduces job stress		
Created opportunities for promotion.		
Increases morale on the work.		
Leads employees to perform his or her job better.		

13. Have you attended any training as mentioned in question No. 9 above?

   (a)Yes ☐   (b)   No   ☐

14. If yes, do you get assessed before and after training?

    (a)Yes   (b) No

15. With whom do you get assessed?

   (a) Supervisor   (b) Fellow employees'(c) Others pls explaining

16. Does training programmes useful in your job career and performance?

     (a) Yes   (b) No

(C) The Effectiveness of Training Programme on Achieving Organizational Goals

17. Does the institute have working standards before and after training for each task to its employees?

   (a) Yes ☐   (b) No   ☐

 18. Does employees'performance assessed before and after training?

       (a) Yes   ☐   (b) No   ☐

19. If yes is your performance improved compared before training?

   (a) Yes   ☐   (b)   No   ☐

 20. Does the implementation of training programme facing any challenges?

   (a) Yes   ☐   (b)   No   ☐

21. Mention challenges facing the implementation of on job training in your institute?

....

....

....

22. What should be done to improve training programme in your institute?

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