

**FACTORS LIMITING EFFECTIVE IMPLEMENTATION OF TRAINING
PROGRAMMES IN PARASTATAL ORGANIZATIONS IN TANZANIA:
A CASE STUDY OF TANZANIA ELECTRIC SUPPLY**

**COMPANY LIMITED,
DAR-ES-SALAAM AND COAST ZONE**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF BUSINESS
ADMINISTRATION (HUMAN RESOURCES MANAGEMENT) OF
THE OPEN UNIVERSITY OF TANZANIA**

CERTIFICATION

I, the undersigned certify that I have read and hereby recommend for acceptance by the Open University of Tanzania a dissertation entitled, “Factors limiting implementation of Training Programmes in Parastatal Organizations in Tanzania: A case study of Tanzania Electric Supply Company Limited, Dar-es-salaam and Coastal Zone”. In partial fulfillment for the requirements for the Degree of Master of Business Administration (Human Resource Management).

Supervisor.....

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DECLARATION

I, **Ignatius Shengena Mndeme**, declare that this dissertation is my own original work and has not been submitted for a similar degree at any other University.

Signature

Date

DEDICATION

This research is dedicated to my beloved wife Christina and My Children Frank, Rosaline, and the late Erick.

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ABSTRACT

This study aimed at analyzing “Factors Affecting the Implementation of Training Programmes in Parastatal Organizations in Tanzania: A case study of Tanzania Electric Supply Company Limited, Dar-es-Salaam and Coastal Zone” A case study approach was selected and used due to the nature of the study. Total sample of 274 which is 25% of the population was picked from TANESCO Dar es Salaam and Coastal Zone by simple random and purposive sampling methods. Data were collected by questionnaires, interviews, and review of documents with a response of 254 staff which is 92.7% of the sample, and qualitative analysis method was used to process the data. The study revealed a number of factors that may cause in effective implementation of training programs in parastatal organization; but can mainly be grouped into two:- First, Organization factors such as, lack of training needs analysis, lack of sensitization of employees on existence of training program, shortage of training budget, and lack of training programs evaluation; Second, Sociological factors, such as; age characteristics, marital status, family responsibilities and low level of education. To enhance effective improvement of training programmes it is recommended to;- Develop a uniform TNA exercise improve the level of efficiency of training function and eventually have clarity in scope and objectives; Conduct evaluation after every training session and give feedback to trainees; increasing employee capacity by allocating adequate budget; Implement training function openly and involve every individual in determining the kind of training they need and adapt the “Blended Learning Programme Model”. Garvey (2011) and Kirkpatrick’s (1975) Evaluation Model as analyzed in the paper.

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LIST OF ABBREVIATIONS

CBT	Computer Based Training.
GoT	Government of Tanzania
ISD	Instructional Systems Design
KEC	Kibaha Education Centre.
KSA	Knowledge Skills and Attitudes.
MoH	Ministry of Health.
NBC	National Bank of Commerce.
NGOs	Non Government Organizations.
NSSF	National Social Security Fund.
ROI	Return on Investment.
SPSS	Statistical Package for Social Science.
TANESCO	Tanzania Electric Supply Company Limited.
TNA	Training Needs Analysis
TPC	Tanzania Posts Corporation.
UN	United Nations.

CHAPTER ONE

BACKGROUND OF THE PROBLEM

1.1 Introduction

Tanzania is one of the developing countries that have faced a shortage of trained citizens to meet the country's demand soon after independence. The reason behind this was that colonialists did not train enough citizens to take over their positions after independence. Mutahaba, *et al.*, (1993) pointed out that; "the colonial powers in Africa were not keen on developing a local cadre of qualified personnel to take over the administrative responsibilities upon their departure". In almost all countries, at the time of their independence, the nationals occupied a fraction of the posts in the establishment, and were mainly in the lower and middle levels. This affected also the institutions, business entities and other Companies that were existing and the newly formed. As a result of that gap and the fact that technology is not static then the need arise for employees training in Government institutions, public and private institutions. But again the move was not that smooth.

Many managers view training as a luxury, not a competitive and strategic necessity. They question," What if we train our employees and they leave," they ask. Well, what if you don't train them and they stay? Kelly, (2011). Training is one of the basic human resource activities in an organization that aims at enhancing competence and productivity in an organization. However, very often it is seen that training programmes does not yield the desired results. Employee productivity does not rise in proportion to the training investment. What causes training programs to fail to achieve the intended organization goals?

The objectives of the current and future training program in TANESCO are to have a sustainable policy that will address present and future staff skills requirements to meet the company's business strategies. In TANESCO, training programmes are categorized into three major areas which are; Staff Training, Personal Development and Management and Leadership Development. TANESCO Human Resource Policy (2008).

Training programme can only be meaningful if it follows the essential components of sequence of training. These consist of the reflection of the organizational and national training decision. The definition of training objectives, that is training must aim to achieve measurable goals expressed in terms of the improvements or changes expected in corporate, functional, departmental or individual performance. This must be in accordance with the overall goal and objectives of the organization, which is achievement of each training program against its objectives. It should reflect training needs assessment on three levels that is organizational level, individual level and the job level. The success of training programs therefore depends more on the organization's ability to identify training needs, success hinges on taking the information gained from needs analysis and utilizing it to design first-rate training programs. Experts believe that training design should focus on at least four related issues: (1) instructional objectives, (2) trainee readiness and motivation, (3) Principles of learning and (4) characteristics of instructors, Belcourt, *et al.*, (2008).

Training is to be conducted when there is need to improve performance and effective use of human resources and building employees ability to manipulate tools of work or when there are new comers or new employees in the organization, and we want to induce them with the environment of the organization. Again, training is done when there are indicators for training needs as indicated by the production records, number of accidents,

mistakes, expansion of operation, new technology, labour or employees turnover, cases of promotion or advancements and transfers or secondments, Graham and Benett (1991).

TANESCO have for years been implementing a short and long course staff training programmes that aimed at improving staff skills and technical knowledge to cope with the worldwide technological changes. Viewing the outcome of the programme at the end of each budget year one finds that very few staff are trained as per programme and no follow up made to reveal whether the intended goals of the programme were achieved. On the other hand you find staffs who decides for self sponsorship studying fields not direct related to their field of expertise which eventually lead to upscondments. You find for example an Engineer studying Accountancy or an Accountant studying laws. The Researcher finds this as a big gap that defeats the whole purpose of the Company's training pogramme and term it as a failure of the training programme.

The purpose of this study is to find out factors limiting the effective implementation of the training programme in Parastatal Organization with particular reference to Tanzania Electric Supply Company Limited (TANESCO).

1.2 Statement of the Problem

In many Organizations including TANESCO, Training Programs are well designed with specified objectives, to effect change in individuals' knowledge, understanding, behaviors, skills - and in values and beliefs; but at the level of implementation training is taken to be as routine where no specific objectives are observed; also does not increase the knowledge, skills, techniques and changing attitude of the workers in performing their current jobs.

The need for staff training in TANESCO was accelerated by the gap that develops as a result of global technological changes that take place worldwide which affect day to day Company operations. Despite the efforts done by Human Resource department and the Company in general, to date the Company is facing shortage of trained manpower and is basically predicted to failure training programmes.

In this study; I suggest that there are organization factors that limit the staff training such as lack of a well planned training programme; insufficient annual training budget; lack of clear policy on staff training selection and individual employee's social factors. Many studies have been undertaken to examine staff training in public institutions and parastatal organizations, but they hardly make a link between the shortage of well trained staff in Organizations and the Company's training programmes and social factors influencing employees trained.

Most of the studies base on assessing training activities, training policies and employees perceptions of training, leaving many other factors behind that impact staff training in organizations. For example, Mkawe (1999) found that Kibaha Education Centre has been spending only 50% of the employee's training budget. This suggests that even when budget is not the limiting factor to staff training, organizations and employees still fail to reach the intended objectives of having adequate and well trained manpower.

Documentary evidences reveal that for many years Tanesco have failed to achieve its target on implementing Training programmes. In year 2009 and 2010 for example the training programme in average was implemented by 36.39% that is only 36.39% out of the 720 staff who were budgeted for training were trained which indicates very low achievement in the Training programme.(DSM & COAST ZONE- Workers Council

Report 2009 and 2010). Due to this problem in implementation of the training programme and gaps from the conducted researches on this area, the researcher is attracted to conduct a critical study on “Factors Limiting Effective Implementation of Training Programmes in TANESCO: A case study of Tanzania Electric Supply Company Limited, Dar-es-Salaam and Coastal Zone”.

1.2.1 Main Objective of the Study

The main objective of this study is to find out factors limiting the effective implementation of the training programme in parastatal Organizations with particular reference to Tanzania Electric Supply Company Limited (TANESCO).

1.2.2 Specific Objectives of the Study

The specific objectives of this study are to make assessment on the following issues:-

- (i) To find out whether Tanesco has a workable yearly training programme.
- (ii) To identify whether the yearly training programmes supported by a Corresponding budget.
- (iii) To find out whether there are procedures for selecting prospective trainees.
- (iv) To describe the social factors limiting the effective implementation of the training Programme at TANESCO.
- (v) To identify measures taken by TANESCO to address the employees social factors limiting the effective implementation of training programmes.

1.2.2 Research Questions

- (i) Does TANESCO possess workable yearly training programmes to its staff?
- (ii) Does TANESCO's yearly budget support the corresponding training Programmes?
- (iii) Does TANESCO possess specific procedures for selecting prospective trainees?

- (iv) What are the factors that limit the effective implementation of the training programmes at TANESCO?
- (v) What are the specific measures taken by TANESCO to address factors limiting the effective implementation of training programme?

1.2.4 Significance of the Study

The study intends to assist in revealing the factors that affect implementation of training programme in Tanesco staff. Hence it can be used as a reference for further measures if they are to be taken by other Tanzania Parastatal Organizations to address the problem.

The study is important to the researcher to add to him a theoretical and practical knowledge on how to conduct research. The study also will be significant to scholars and researchers in other higher learning institutions inside and outside Tanzania who may have basis for further research in this area.

1.2.5 Scope and Limitation of the Study

1.2.5.1 Scope

TanESCO structure has Head Office and a total of five zones all over the country namely, North East Zone, South West Highland Zone, Central Zone, Lake Zone and Dar-es-salaam and Coast Zone. The study will cover Dar-es-salaam and Coastal Zone. The researcher has decided to take this zone as a representative sample because it is the one with a big number of employees and covers most of the company's activities such as generation, transmission and Distribution, so it makes a good representative sample for the study. The study covered the period of 2 years that of 2009 and 2010, the period when the Company went through two different types of management; that of contract Management under Net Group Solution from South Africa and Current Management

under Tanzanians.

1.2.5.2 Limitations

Tanzania Electric Supply Company has its services and centers in all the Regions and almost all the Districts in Tanzania mainland. The research was intended to cover the whole population area which could require the researcher to spend a lot of time and financial resources to cover the area population. In view of this the researcher decided to confine the study to Dar-es-salaam and Coastal Zone due to limited time and financial resources, and the fact that the zone has a big representative sample.

1.2.5.3 Delimitation

The great part of the research covered the training programme implementation in Tanzania Electric Supply Company Limited (TANESCO).

The problems to be analyzed are those associated with social and organization factors that are affecting Training program implementation in TANESCO.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

Literature review intends among others things, to refine the research ideas, demonstrate awareness of the current state of knowledge on the subject, its limitations and how the research fits in the wide context. Gills and Johnston, (1997) as cited by Saunders *et al.*, (2005). The fact that, knowledge does not exist in vacuum has made the researcher to visit as much literature on sited research problem. This chapter is divided into two parts; part one deal with theoretical review and part two is the empirical literature on various studies concerning training program implementation. It reviews literature and studies issues related to research topic, i.e. factors affecting implementation of the training programme in TANESCO on training issues. The purpose is to try to compare such literatures and studies or theories with the actual practice in TANESCO.

As a commercial electricity utility institution, Tanzania Electric Company Limited is committed to the orientation, growth, and development of the individual and targeting resources to accomplish the company's strategic business objectives. Recognizing that the organization is only as effective as its members and work teams, TANESCO supports orientation, learning, training and development efforts designed for its staff to:- Provide practical information in a timely manner; Enhance the skills an employee uses in the current position; Expand an employee's existing knowledge and skills to prepare for a modification or change in the current position; Broaden an employee's existing knowledge and skills to prepare for current and future needs of the organization; Encourage, respect and foster an appreciation of individual intellectual and education-background differences and Encourage an employee to pursue personal educational and professional developmental goals.

2.2. Theoretical Literature Review

Training is defined as a process of assisting employees to acquire or develop knowledge, skills, techniques and attitudes and experiences which enable them to make most effective contributions to their combined efforts, to meet organizational objectives. Chruden and Shermun (1976). The rapid changes in Technology have created knowledge gap which increased the importance of training on one hand and social economic advancement and individual needs have instigated the training of manpower in organizations. Thus it has added more the importance and implications on training activities than before. Apart from these training activities have also gained special recognition as organizations activities are growing, hence expanding the knowledge requirement.

In so being, one has to look at the organizations futuristic objectives to see if there are needs for Training Assessment, design and Implementation of the whole process. Jain, and Saakshi, (2005); pointed out that the purpose of training is to achieve a change in the behaviour of those trained and to enable them to do their jobs in a better way. In industrial situation, this means that the trainees will acquire manipulative skills, technical knowledge, problem-solving ability or attitudes.

According to Armstrong, (2006) "Training is the systematic development of the knowledge skills and attitudes required by an individual to perform adequately a given task on the job. To him training involves learning of various kinds and in various situations. Learning may be something that the trainee wants to do for himself or it may be necessary to provide it for him.

A survey of literature shows that Training and Development 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. Mathews, *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).

Training is more than just building the skills and knowledge of each individual of your team for their own personal benefit. According to Kelly, (2011) Companies that have invested in training report the following benefits: First; Improved recruiting; Today's job applicant is looking for an environment that fosters personal growth and development. For many job hunters, training in every bit is as important as the compensation package. An effective training program allows you to cast a wider net by hiring people with the right attitude and developing the skills can come later. Secondly; Higher retention; When people know that a company believes in their personal growth, they are likely to stay with that company for a longer period of time. Lastly, Better output; the lower your turnover rate, the more productive, enthusiastic and motivated your workforce. Employees will pack their new knowledge and skills into everything they design, produce and service.

According to Kelly, (2011) Training will be effective only when certain conditions are met: First, Buy-in from the top; without a commitment from top management, training will be nothing more than a charade. All layers of the company must believe that training is a process and not a singular learning event. They've got to pony up the cash and be committed to developing a learning atmosphere. But getting support is more than just a

line item in the budget. Top corporate leaders must embrace training enthusiastically in corporate communications, business plans and individual performance goals. If personal development is part of the formal appraisal, your staff will know that a direct correlation exists between training, acquiring new skills and their career success. Secondly, Alignment with corporate goals; Training should fit hand-in-glove with the company's strategic plan. In fact, if the goal-setting is done correctly and stretches corporate performance to new heights, it should be next to impossible to meet the new objectives without upgrading the skill set of your workforce. Training should help employees develop both technical mastery, as well as interpersonal skills such as effective communication, dispute resolution, quality management and team building.

Thirdly, needs analysis; Designing a training regimen should begin with an accurate assessment of what you do well and what needs improvement. Begin by documenting current performance and compare that against what could be. Get help from your team. What are the elements that are holding your team back? What skills do your people lack to do the job? How is their lack of skill and/or knowledge affecting performance? The goal is to demonstrate that with the acquisition of new skills through training, employees will enhance their job performance.

Fourthly, Delivery options; There's an old saying, "I hear and I forget. I see and I remember. I do and I understand." Apply this to your learning environment. There are many ways to deliver training - classroom, self-paced instruction, mentoring, computer-assisted and web-enabled, as well as special project opportunities. Choose the most effective delivery method for your team given your objectives. Lastly; Follow-up. After the completion of the training, you must provide an opportunity to apply the skills. People cannot successfully learn the skills without practicing on the job. You also want to talk to

each employee to ensure the training was valuable and provided them with the skills they needed. This also provides an opportunity for you to underscore your commitment to training and to solicit any future training needs.

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 capacity of an individual employee; this is supported by Skinner's behavioral modification model as quoted by Gupta (2007), which stipulates that 'when behavior 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 Training and Development function should be carefully planned in terms of reading materials, learning duration, and instructors.

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.

2.2.1 Types of Training Programmes

After assessing conditions, setting measurable and specific objectives, and keeping learning principles in mind, the content and format of training programmes are chosen. Training program options can be organized by whether they focus on socialization and orientation, management training, or management development.

2.2.1.1 Management Development

Managers and supervisors are the ones who plan work to be done and ensure that they supervise their subordinates to perform their daily tasks to laid down standards by the organization. In this case, they need to be equipped with required skills and knowledge to enable them to perform their duties smoothly. Milkovich, *et al.*, (1997) “Unlike skills training, management development often focuses on less well-defined skills, and the manager often shoulders a greater responsibility for personal development”. A specific type of training for this group therefore is management development training. He further elaborates that this kind of training increases effectiveness of the organization as manager’s performance is improved due to being clearly informed of the responsibilities and by standardizing agreeable and measurable objectives.

The managers with further potentials are identified and equipped for more senior posts. Through this type of training, organizations are provided with adequate number of persons to succeed managerial positions. However this type of management training/development sometimes may be hazardous to organizations as non-managers are not exposed to this training. Thus should they be appointed or promoted to managerial positions it may take time for them to cope. This type of training is also very expensive and in many organizations this training has been made at the expense of other employees through a select few for training.

2.2.1.2 Long-term Training or Professional Training

These are types of training geared towards enabling mostly young employees to acquire professional qualifications such as Degrees and Diplomas. Such training is normally provided through full time attendance of courses in higher learning institutions/ colleges or through part-time and distance learning. Whitehead (1978) contends that over a period of years young employees will be assisted to learn their own trade or profession often by day release or block-release courses at local technical colleges.

This training equips the employees with professional qualifications acquired with the jobs available. Although this type of training helps organizations to have competent people, misplacement / misallocation of some employees upon return can lead to turn over because they can easily decide to quit the current employer and this will lead for training not being effective to the organization.

2.2.1.3 Induction or Orientation Training

Newly recruited employees are new to the operations of organization they have joined as well as to old organizational members. Induction or orientation is a deliberate effort by management to make employees familiar with their new employment. Yoder, (1962) upholds this explanation insisting that induction programs are designed to familiarize new employees with their jobs, to introduce new entrants to fellow workers, and to relate the work of the recruit to that of the total organization.

2.2.1.4 Refresher Training

At the time of initial appointment of employees, they are formally trained for their jobs. But with the passage of time, they may forget some of the methods which were taught to them and become outdated because of technological development and improved

techniques of management of production. Hence, refresher training is arranged to existing employees in order to provide them an opportunity to revive and also to improve their knowledge. Yoder, (1962) contends that refresher training programmes are designed to avoid “personnel obsolescence”.

2.2.1.5 Internship Training

Internship training programmes have become popular these days because of cooperation between employers and vocational institutes. Under this method, the vocational institute enters into an arrangement, with a business enterprise, to provide practical knowledge to its students. Internship training is usually meant for such vocations where advance theoretical knowledge is to be backed up by practical experience on the job. For instance engineering students are sent to big industrial enterprises for gaining practical work experience and medical students are sent to big hospitals to get practical knowledge.

2.2.2 Objectives of Training

Training like any other organizational activity has its objectives. The objectives of training and development are to improve workers productivity and the organizational profitability. Nyerere, (1973) emphatically states that training is a future investment though expensive but the society expects a return from the few trained individuals.

Training aims at upgrading employees’ skills in anticipation of their achieving higher positions in the organization. Cuming, (1980) concretizes the objective or purpose of training as to give employees at all levels sufficient instruction and guidance to enable them to perform their jobs effectively and prepare themselves for promotion. Koontz and Weihrich, (1989) explain that, the objective of training is supposed to be identified during analysis of training needs so that the same will facilitate the measurement of the

effectiveness of training efforts. The objective of training is supposed to be worked out by an organization before training is implemented. In this; Milkovich, *et al.*, (1997) points out that,

“...in spite of sizable budgets, good intentions, and real needs, many training programs fail to achieve lasting results. Why? Too often, it is because the purported goals of the learning are vague. If we don't know where we're going we can't tell if we got there. Nor can we tell if it's where we wanted to be”.

2.2.3 Importance of Training

Training and development are designed by organizations in order to accomplish needed change. According to Torrington and Chapman (2008) training and development may be due to introduction of new approaches to managing people or it may simply involve upgrading the skill levels that are required to operate a machine. Thus training and development are a benchmark for any planned change that is introduced in an organization.

Nowadays, modernization of public administration is regarded as an essential element in the progress of society and as milestone of the welfare state able to progressively guarantee the best life quality to citizens. The administration must evolve keeping pace with society, assuming that the changes operating in the community call for transformations on their management methods and on service delivery.

Within the public administration modernization process highlight, not only the attempt to achieve an increasing responsibility before the citizenry, but the attempt to achieve a new culture of organizational function. This implies that the delivery of public services be

carried out on equal terms as those expected in the private business field and public services with even more professionalism, competence and quality. The realization of such attempts depends on the application of a series of strategic actions. The updating and a higher professionalization of the human resources are undoubtedly sine qua non conditions in any substantial success. Taking this into account, training shows itself as a tool suitable for satisfying the adaptation needs of management methods to the society's demands.

At present time, society demands a new type of training for employees, emphasizing aspects such as creativity and intuition. Employees are expected to have a good ability to acquire new knowledge that activates the responses of the working centers according to the new social demands as well as the ongoing technology evolution and the steady competitiveness of the modern world.

2.2.4 Training Program Models

A number of scholars developed various types of training models to ensure effectiveness of staff training programs.

2.2.4.1 Instructional Systems Design (ISD) model

Wallace, M. (1999) developed (ISD) Instructional Systems Development Model. To him, professional trainers have another take on training which they dub performance improvement. Here the focus is on solving performance problems to achieve business results. Performance improvement encompasses skills training but also considers other issues as well, such as does the organizational structure (decision making, supervision, feedback) support the workflow and are the environmental working conditions (equipment, light, interruptions) appropriate. Whether you elect to offer traditional

training or performance improvement, the Instructional Systems Design (ISD) model will be a useful framework. This model is a systematic approach to managing human capital. It consists of five interrelated phases which form a continuous cycle, usually described as analysis, objectives, design, delivery and evaluation.

Analysis; Analysis, also called needs assessment, is about pinpointing the gap between the present situation and what the situation ought to be. Experienced trainers enter the ISD cycle at the needs analysis phase, starting with the design of an instrument (needs assessment tool) to collect and interpret data concerning performance--at the individual, group or organizational levels. Assessment tools can be surveys, questionnaires, observations, interviews or a combination of investigations.

Objectives; Analysis determines who needs training and what skills or performance improvements are indicated. Objectives set the parameters for the instructional design and help achieve the appropriate learning outcomes. Trainers often use the SMART acronym for objectives: specific, measurable, achievable, realistic and time-bound. An example of a well stated objective is "Read and input 11- and 12-digit account numbers, at 80 numbers per minute with an error rate of less than 1%." General statements like "Learn Windows 98" or "Understand how to use Sheppard's" are poor objectives because the objectives are too vague.

Design; Choosing the appropriate instructional technology and sequencing the learning experiences to accomplish the objectives is the design phase. How can the necessary knowledge, skills and attitudes be transferred to the learners? Professionals, who train only occasionally, often default to a lecture for the sole technology without examining a lecture's functionality. Learners learn skills best when they can practice and actively

connect what they already know with what they are about to learn. Lectures put the learner in a passive role and assume that everyone learns best by listening when in fact more people learn best by seeing and doing. Some alternatives to the lecture are demonstrations, hands-on, discussion, exercises, and simulations.

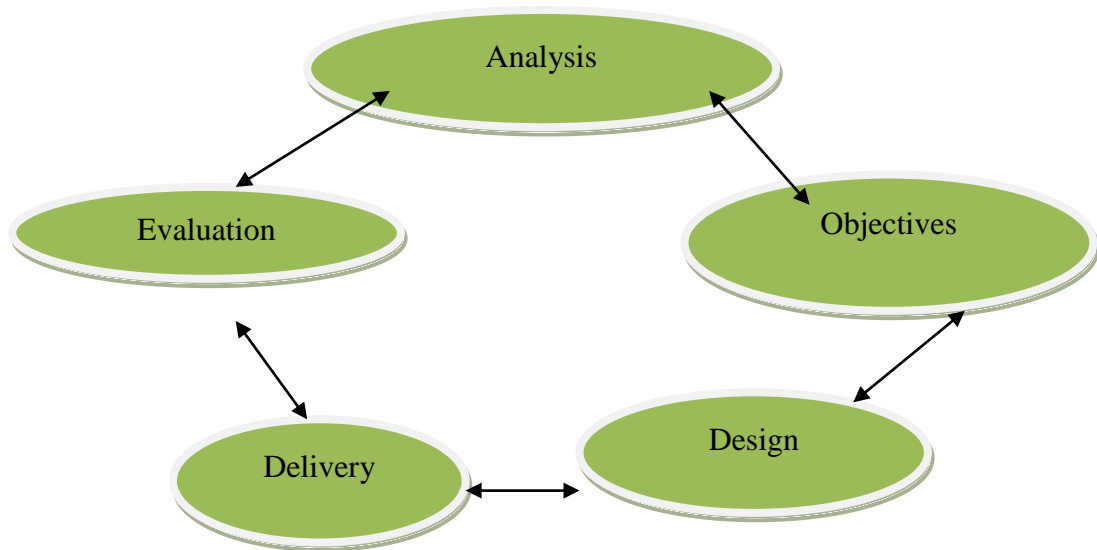


Figure 2.1: The ISD Model

(Source: Wallace, M. 1999)

There are now many communication media options so that the choice for time and place of learning no longer has to be in a training room, away from work. Instead instruction can be at the point-of-need (when and where needed) and build on the "teachable moment." Design can include an electronic performance support system, online tutorials, instructions embedded in equipment, or immediate online feedback. Distance learning via TV satellite, teleconference or Web pages is options.

In addition to the lesson plan for learning outcomes, design also includes a variety of other techniques to break the ice, to create learning communities, to bond with the learners, and to accelerate learning. Design includes the post-instruction support: manuals, job aids, templates, guides, and mentors. Part of instruction design is the

logistics, including the selection of training facility, media, equipment, time, set up, refreshments and food. If possible, test the design after it is developed with a small group of the learners.

Delivery; Delivery is about implementing the instructional design. It involves a number of presentation and human relations skills: learning people's names, varying communication styles, establishing credibility, keeping a sense of humor, varying the pace, keeping on schedule, not being thrown by the unexpected changes in the facility or equipment. Most trainers use an instructor's manual, to keep on schedule, sequence the events correctly and organize topics. The instructor's manual includes all the materials distributed to the learners plus instructional annotations. The agenda and the trainer(s) name should be in a easily accessible permanent place: grease board, a flip chart, a handout materials. Overheads are not good for the agenda because the information disappears.

Evaluation; the evaluation phase actually begins with needs assessment. These questions should be asked in the beginning. Who in the organization will be in a position to evaluate whether performance has improved? Learner, supervisor, manager, CEO, customer, or related department head? How will success be measured? Fewer errors, increased profits, more output, quicker turn-around? What is the best interval to evaluate? One week, two months? Evaluations are frequently considered a form of needs assessment. They suggest additional areas for performance improvement as well as how to streamline and modify the training evaluated.

2.2.4.2 A Simple 4- Step Model

Janet Dean, developed A Simple 4- Step Model, he pointed out that, it is important for

the people in charge of performing the training to be “in the loop” about the latest techniques, data and trends. This ensures your trainers keep up to date, and pass it along to other staff members, thus ensuring your organization isn’t falling behind the competition. A Simple 4- Step Model has the following steps:- Step1; once you decide your employees need training you must first set goals. This step is essential to any form of success, but it is especially relevant when beginning staff training. It is imperative that you ask your staff what they want to achieve and learn. You must also determine what you want the training to accomplish and how you will evaluate the results. While asking your employees what they want to accomplish, ask them how they learn the best.

It’s probable that a percentage of your employees excel in group learning environments, while some prefer mentoring from senior employees and others prefer one-on-one training. Make sure that whoever is providing the training does so in a group setting that is interactive but also allows for private discussion and learning. And remember, peer-to-peer learning builds trust and develops bonds between employees. Step2; the next step is to identify who will provide the training. If you are hiring a company, ask colleagues for recommendations. If that doesn’t work, find an individual or company and ask them for references. Step3; now you must finish identifying the 5 W’s. You should have already determined who will provide the training and what it will cover. Now decide where and when it will take place and how it will be done (Will all your employees be trained at once, or will you split them into groups? Will it be a seminar or a workshop?).

Step4; finally, you must evaluate the training. Yes, you must evaluate how the learning was transferred to your employees, but it is essential that you also ask them for their opinions. Do this through a survey that allows anonymity, but also in a group setting that

allows discussion. And, make sure you keep all the evaluations and reviews for future use. By following these steps, you can ensure that your training will be focused, effective and what your employees feel they need – not just what you feel they need. This will lead to better moral, higher work ethic, better experiences for your clients and customers and ultimately more success for your organization.

2.2.4.3 Effective Training Model

Dena W. and Patsy E. (2003) came with a model of effective training. The resulting model of effective training has four major criteria. **(i). Effective training is learner focused;** Effective training identifies and addresses issues important to the learner, while building on learner strengths. It includes opportunities for active participation by the learner, while recognizing and drawing on the knowledge and experience of the learner. Learning is facilitated through peer exchange, and is culturally and ethnically meaningful. All participants are drawn into the discussion.

(ii). Effective training demonstrates productive behavior and effective life skills; Effective training integrates decision-making, planning, organization and implementation skill building. It models and reinforces workplace ethics and productive use of time. Local and community resources are an integral part of the learning environment. Opportunities for learners to expand social networks are provided. Learners are challenged to take responsibility for their own lifelong learning.

(iii). Effective training inspires and motivates; Effective training increases the learner's knowledge about the subject matter, and reinforces worthwhile values and principles. It provides opportunities for humor and fun during learning, while maintaining a positive focus. Learners leave the session with a feeling of accomplishment. **(iv). Effective**

training celebrates personal and group achievements; Incentives to mark learning milestones are incorporated into effective training. On-going assessment and learner-based feedback is critical to the success of any training session. Learners are acknowledged and recognized for their contributions by the larger community. Opportunities to include children and other household members in the learning process are also made available. Community leaders who can bring other resources to bear on the issue at hand are included as an integral part of the learning process.

2.2.4.4 Blended learning programme model

Garvey (2011) advocated a blended learning programme model; this model includes an action- learning workshop using real-life case studies, independent e-learning, traditional instructor-led classroom training, on-demand reference tools, webinars, pod casts and more. The approaches focus more on ensuring that the right learning takes place, rather than on content, cost and timing, while helping to ensure a greater learning impact for individual and the organization. It also delivers a range of cost saving and flexibility benefits by reducing travel, keeping people on the job and extending the learning from few days to few weeks. This helps learners to retain and practice what they learn while still having access to instructors and fellow students to solve problems.

Allison Rossett, professor of educational technology at San Diego State University, supports this “blended theory” approach. “Learning theories aren’t like religion,” says Rossett. “You don’t have to pick Catholic or Baptist or Muslim, and shun the others. The goal is to have the right theory for the right situation.” (Cited in Zemke 2002). The blended learning model applies learning theories of Keller, Gagné, Bloom, Merrill, Clark and Gery. Five key ingredients emerge as important elements of a blended learning process (see Figure 2.3). First. Live Events: Synchronous, instructor-led learning events

in which all learners participate at the same time, such as in a live “virtual classroom.”

Second, Online Content: Learning experiences that the learner completes individually, at his own speed and on his own time, such as interactive, Internet-based or CD-ROM training.

Third, Collaboration: Environments in which learners communicate with others, for example, e-mail, threaded discussions and online chat.

Forth, Assessment: A measure of learners’ knowledge. Pre-assessments can come before live or self-paced events, to determine prior knowledge, and post-assessments can occur following scheduled or online learning events, to measure learning transfer.

Fifth, Reference Materials: On-the-job reference materials that enhance learning retention and transfer, including PDA downloads, and PDFs.

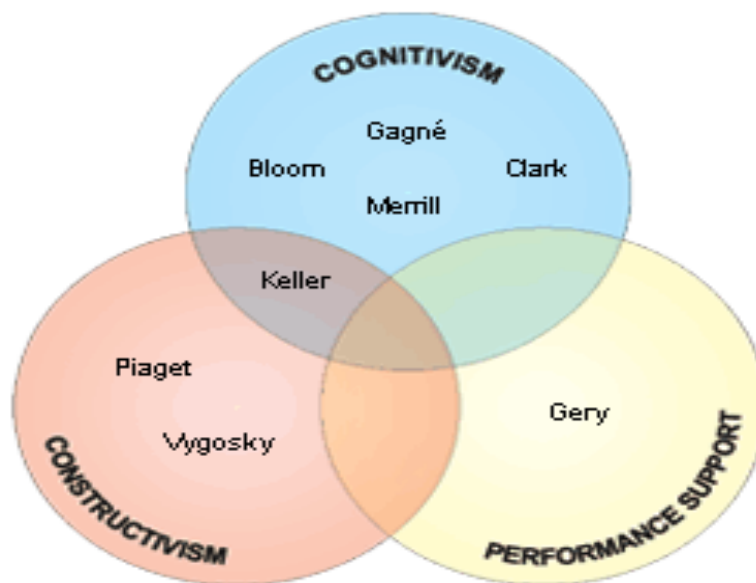


Figure 2.2: Blend of Learning Theories

(Source: Jared M. –Blended Learning Design – August 2005)

Badrul Khan’s blended e-learning framework, referred to here as Khan’s Octagonal Framework enables one to select appropriate ingredients (<http://BooksToRead.com/framework>). Khan’s framework serves as a guide to plan, develop, deliver, manage, and evaluate blended learning programs. Organizations exploring strategies for effective

learning and performance have to consider a variety of issues to ensure effective delivery of learning and thus a high return on investment. In Blended Learning; Learning requirements and preferences of each learner tend to be different. Organizations must use a blend of learning approaches in their strategies to get the right content in the right format to the right people at the right time. Blended learning combines multiple delivery media that are designed to complement each other and promote learning and application-learned behavior. Blended learning programs may include several forms.

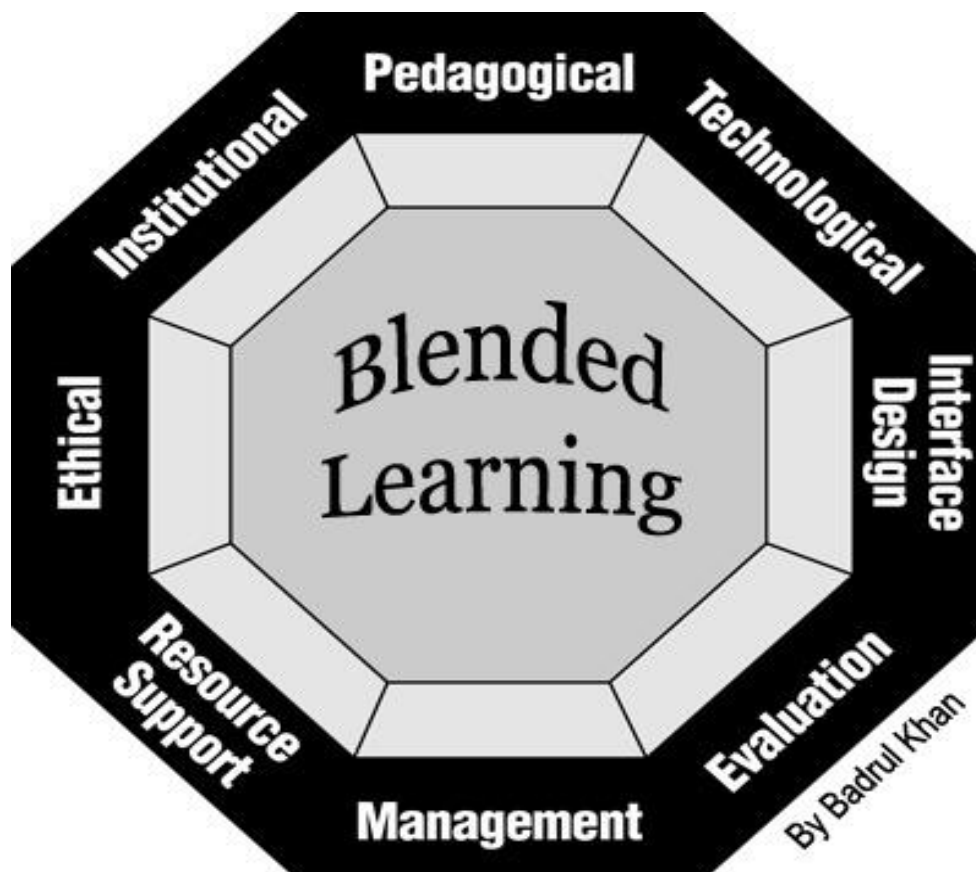


Figure 2.3 Khan's Octagonal Framework

(Source: November – December 2003 Issue of Educational Technology Vol. 43).

In a 2001 IDC study, Julian and Boone found, "The importance of a blended approach to learning is that it ensures the widest possible impact of a learning experience and thus ensures...that the organization optimizes productivity and delivers value to its customers"; Julian and Boone (2001).

Blended learning is not new. However, in the past, blended learning was comprised of physical classroom formats, such as lectures, labs, books, or handouts. Today, organizations have a myriad of learning approaches and choices. The concept of blended learning is rooted in the idea that learning is not just a one-time event—*learning is a continuous process*. Blending provides various benefits over using any single learning delivery medium alone.

Research by the University of Tennessee's Physician's Executive MBA (PEMBA) program for mid-career doctors has demonstrated that blended learning programs can be completed in approximately one-half the time, at less than half the cost, using a rich mix of live e-learning, self-paced instruction, and physical classroom delivery. Of even greater interest, this well-designed program was also able to demonstrate an overall 10% better learning outcome than the traditional classroom learning format—the first formal study to show significant improvements from e-learning rather than just equivalent outcomes. This exceptional outcome was attributed by PEMBA to the richness of the blended experience that included multiple forms of physical and virtual live e-learning, combined with the ability of the students to test their learning in the work context immediately and to collaborate with peers in adaptation to their unique environments.

2.2.4.5 The Kickpatrick Evaluation Model

Garvey (2011) advocated the use of Kickpatrick (1975) evaluation Model in evaluating blended training model, which identifies four levels of learning evaluation: **Reaction**: to what degree do participants react favorably to the learning event? **Learning**: to what degree do participants acquire the intended learning event? **Behaviour**: to what degree do participants apply what they learnt on the job? **Results**: to what degree do desired outcomes occur as a result of the training event and subsequent reinforcement?

The assessment model insists on asking questions on “ what did you learn” and “how will you use it on the job”, these assess knowledge gained and its usefulness on the job, rather than asking, did you like the instructor , the food, the room and the presentation of course materials. The assessment should take place not at the end of the last day of the course, but a couple of days afterwards, and should be repetitive.

2.2.5 Benefits of Effective Implementation of Training Programme

The aforementioned types of training will be effective in an organization if the training programme will be implemented well and openly for the benefit of the organization. There are several benefits that accrue from investing in training. Armstrong, (2006) has listed/ analyzed such benefits as follows: - First, Training can provide an effective channel for two ways communication especially if workshops are used to bring managers and employees together to discuss organizational issues and develop plans jointly to deal with them. Second, Training can contribute to the satisfaction of people’s needs for achievement and recognition; for example, to be singled out to attend a course can be a very powerful motivation. Thirdly, Training can enable people to exercise greater responsibility, and can enlarge their portfolio of skills that they can use both to their own advantage and that of the company/ organization. Fourth, Education and training are essential ingredients in change management programme. They help people to understand why changes are necessary and how they will benefit. It can equip employees with the confidence to cope with change and the skills they need to implement it.

Armstrong, (2006) summarizes that human resources development empowers members of organization to increase their contribution to its success while enabling them to build their skills and capabilities simultaneously. Lastly, Training is also important in the health and safety at workplaces because professional employees are very familiar with dangers

related to their work and therefore makes possible efforts to limit those dangers. This is also articulated in the Tanzania government legislations. For example, the Occupation Health and Safety Act of Tanzania, (2003) section 34 (1) it states that:-

“No person shall be employed at any machine or at any process, being a machine or process liable to cause bodily injury or injury to health, unless he has been fully instructed as to the dangers likely to arise in connection with the process or- machine and-has received sufficient training in the operation of the machine in the process”..... (GoT 2003).

2.2.6. Changes in Government Policies

Rationale for Continued Training Changes in government policies and legislations from time to time has also necessitated training. The policy may direct certain duties to be performed by a person with certain specific knowledge. For example, in Tanzania qualifications for appointment and promotion in the public sector are clearly stipulated in Public Service Scheme (2003) under section 31 where one among the conditions is academic qualification determined by a certain level of education required for the post concerned. This has presently been extended to those who are vying for political posts such as members of Parliament.

2.2.7.1 Globalization

Globalization is defined by Nkya, (2005) as a context where the production factors- people, money, technology and equipment- as well as social and ecological problems, are increasingly crossing state borders. Globalization means more interactions, communications, or interdependence among countries and societies making up the present World Community. It means that norms are no longer national but international and global in scope and use. Globalization and international relations means that events,

activities, and decision policies, culture, or economics in one part of the world affect us all and there is no political immunity from their consequences. According to the UN Conference (2003) on commerce and development, globalization means the increase of inflow of resources and products across national boundaries and presence for a set of organizational structure to manage international economic activities. The flow of resources includes not only products and services, but also technology transfers and foreign direct investments, particularly by multinational enterprises.

Fast developments in technology and globalization have caused ways of doing work to be dynamic. The developments have necessitated training to be a continuous organizational activity in order to equip employees with skills to cope with technological changes as well as globalization. Torrington and Chapman (2008) explain that training has been given good attention in recent years because of rapid technological advances that have phased out unskilled jobs ushering in jobs demanding knowledge about the new technology.

2.2.8. Organizational Factors Influencing Training

There are external and internal organizational factors that influence training. In order for training and development to succeed, there is a need for full support from the company's management. The top management should communicate to members of staff about training opportunities (transparency). Also the management should participate in training and as well devote resources to be expected in training. Harrison, (1988) suggests the following factors that influence training; **Organizational Environment;** The environment of the organization, the opportunities and constraints, threats and challenges that engulf the organization within the contemporary competitive environment influence training for the survival of the concerned organization. Also political environment may

pressurize training through government policies. **Organizational goals and tasks;** Organizational goals and tasks and its levels of achievement are crucial determinants of training needs and activities.

Organizational structure; A flexible organizational structure is a paramount factor for training as it enables jobs to be designed and re-designed to facilitate work-based training and allow time for sharing and reflection upon training. On the other hand, if the organizational structure is not flexible to facilitate training, it acts as an inhibiting factor. The structure of organizations may determine or influence training. For example, flexible and innovative structure will prefer training so as to cope with changes. Also the structure will determine the presence and role of the personnel function. **The workforce;** The size of the workforce, behavioral pattern, performance, occupational structure and learning needs all influence training. **The culture and attitude;** He argues that where attitudes are positive, the investment in training can be dramatic. Where beliefs and attitudes towards training are not positive, training will be affected in an organization. **Commitment to training;** The extent to which personnel at various levels are committed to training and personal views of line managers and top management on training issues can influence training in an organization.

Evaluation of training; Evaluation of training aims to discover the value of training done. A challenge to complacency cited in Harrison, (1988) found that although most managers expressed themselves satisfied with the training investment in the organization, most had no significant knowledge of exactly what training was being done, what it costed or what were its results and benefits. Neither did personnel, take a lead in providing such information or appear to see any need to do so. Thus the above circumstances could affect the training function in an organization. Lastly, **Training**

expertise and interactions; A person responsible for training is supposed to be in constant interaction with others in an organization to get their views on training activities or needs. An unskilled manager has little chance of improving the role of training in the organization, and may indeed find that, as a consequence of repeated failure to seize opportunities and to prove the value of training, the role of training in that organization becomes further reduced.

2.2.9. Economic Factors Influencing Training

Sufficient financial resources in the organization support training. However, lack of money in the form of investment in human resources development function and departmental budgets inhibit training in the organization. Sambrook, (2002).

Many organizations regard training as a cost rather than an investment in human resources, as argued by Harrison, (1988) that in many organizations today training is under attack and starved of resources.

2.2.10. Other Factors Influencing Training

There are several general factors influencing training of employees. They occur at organizational level and individual level. These include: - the organization of work, resources for training and motivation to training. Sambrook, (2002) suggests that training in work is influenced by many factors, and the same factors can be expressed in both a positive and negative manner. According to him, the following are factors that influence training: **Motivation to Training;** A distinction can be made between a lack of motivation on the part of managers for supporting employees, training, and a lack of motivation for training or a sense of responsibility for their own development among employees. The limited involvement of managers and employees in training issues are linked to their lack of motivation for training.

Clarity; Lack of clarity concerns both the changing role of Human Resource Development Professionals, and new approaches to working. It includes lack of understanding regarding Human Resource Development goals, tasks, responsibilities and objectives and even distance between managers and the Human Resource Development function. Another reason here is the lack of practical information regarding the need for training, training progresses and training opportunities. Other factors are lack of clear communication, clear training systems, procedures or policy and a widely shared understanding of the importance of training and personal development. When all these issues are clear, they tend to support training in the organization.

A Learning Culture; Absence of a learning culture is an inhibiting factor to training. It is difficult to develop a learning culture. It is very difficult to motivate employees to share knowledge or engage in learning process if they are not used to this or perhaps even reluctant to do so. However, if an organization has a culture open to learning, this makes easier to change Human Resource and Development practices, such as developing responsibility to managers and employees, and creating opportunities for learning within work activities.

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

2.2.11. Implementing the Training Program

Despite the importance of needs assessment, instructional objectives, principles of learning, and the like, choices regarding instructional methods are where the rubber meets the road in implementing a training program. A major consideration in choosing among various training methods is determining which ones are appropriate for the knowledge, skills, and attitudes (KSAs) to be learned. For example, if the material is mostly factual, methods such as lecture, classroom, or programmed instruction may be fine. However, if the training involves a large behavioural component, other methods such as on-the-job training, simulation, or computer-based training (CBT) might work better.” Belcote, *et al.*, (2008).

2.2.11. Why Training Fails?

When explaining his six reasons for the failure of staff training programs, Bryant, (2009) pointed out that; we all instinctively know that learning and development within the corporate space is 'supposed to' make a difference. Yet, far too often the programs (not necessary the people) fail due to the following reasons. Some of these reasons are structural, but too many times it is just poor project management.

A primary reason many programs and courses fail is because there is no "Accountability". Learning and Development departments think that they provide accountability by counting the number of seats in the program, or talking about how and why this program is valuable. But they fail in the correlation of the program to the participant job or position. The second, most programs lack any type of "Monitoring". Monitoring is not just watching the student sit in the program, and do some exercise. Monitoring is an actively engaging effort that is time-consuming, yet highly valuable. Monitoring is done by everyone involved: it involves the student, the direct supervisor

and the HR department. The work is hard in this arena and yet the payoff is highest. It needs to include pre, mid or post program testing and a 30-60-90 day post program implementation of the concepts taught in a course and/or program. "Implementation" is the third area in which many programs fail. HR departments create comprehensive programs that no one seems to ever complete. The value to the program creation and completion is to shorten the time that it takes for an employee with limited knowledge to evolve into a fully functional member of the team.

The fourth reason is that they allow the employee to 'lose focus' and effectiveness. Courses, learning paths and programs need to be highly coordinated, delivered in a meaningful way, and continued in a reasonable time frame. Too many courses cram too much information into a short period of time. Seeing staff subjected to nine-hour programs for multiple days is catastrophic. Learning levels drop off so quickly in the late period that they become useless. Repeated days of long learning hours make many programs non-effective for both the participants as well as the energy level of the instructor.

The fifth reason is the 'short term feel good' aspect of too many programs. Since when does a company offer programs that do little for the effectiveness of an employee? Who approves these programs anyway? Corporate learning and development is exactly that: 'Learning and Development'. The programs offered should meet those basic criteria at the development stage and all of the training programs should have a specific objective and criteria for delivery and value to the firm.

The sixth reason is the 'what then' part of many programs. Program manager, line managers, stake-holders too often have a 'what then' approach to corporate training. All

these stakeholders know that they need programs, but have no foresight as to how to continue and elevate the programs that their staff attends. Once the staff have taken the introduction programs, where do they go next to develop deeper and more meaningful skills in various areas. Ideally, all training programs should be completely aligned with the corporate objective. This alignment and high correlation provides the biggest return on corporate training, insuring that what is delivered has relevancy, value and effectiveness to both the employee as well as to the company.

By providing and developing programs that not only support the corporate objectives, but continuing these programs by delving deeper skills with the company's staff, most companies and their employees will see a greater return on both the personal and corporate investments. Avoiding these issues can only make many programs better and more valuable.

2.3. Empirical Literature Review

This part of the chapter reviews some of the studies that have been done which are related to this study to see what they revealed on training programme practices and gapes to be filled by the current researcher if any.

A study by Kidunda *et al.*, (1999) at National Social Security Fund (NSSF) discovered that the problem of training at the Fund was lack of clear training programmes. As a result training was being done randomly. He argued that there were many misconceptions from staff on their individual perception and objectives of training. They pointed out that overseas training had been preferred by employees as a way of earning money. More reasons were given that staff preferred to go for training so that they would get promotion upon completion of such studies. Rewards such as promotion and better pay by

management following trainees' impressive performance in academics have also been put forward as a reason for employees' desire.

Another study by Nyamwocha (1996) discovered that training at the National Bank of Commerce was not based on the training needs assessment or skills needed by the bank. It was due to what amount of money was being allocated by the bank, trainability of staff and underutilization of such trained staff and the result of which were complaints from the staff, resignation and abscondment from the services of the bank.

A research by Mkawe (1999) at Kibaha Education Centre (KEC) revealed that although the Centre allocated funds for education it hardly expended 50% of such budget to be used in actual training. The funds allocated for training at KEC were reallocated to other operations at the end of the financial year. The centre had no competent training officer to properly coordinate training activities. There was a problem of trainability of staff recruited and the incentive scheme to retain trained staff was inadequate. The study concluded that KEC was not serious enough in training its staff.

According to a study by Mchanakutwa, (1999) at the Tanzania Electricity Supply Company (TANESCO) the company did not conform fully to its training policy. Staff was sent for further training without identifying the needs of the company. The training committee of TANESCO relied more on discussing the training budget putting aside training needs of the organization. Due to lack of training needs identification, TANESCO found itself having a surplus of trained staff in some departments without matching jobs to do. The above situation according to the researcher made the trained staff to resign from the services of the company. The Training Bonds which required employees to remain and serve TANESCO for a certain period after coming back from

training were not adhered to due to laxity of management to make effective enforcement of such bonds.

A study conducted by Salum, (2000) at Tanzania Posts Corporation (TPC) identified the criteria used in selecting staff for training to be;- .Introduction of new product or service, Introduction of new facilities or technology, Gap between performances of employees against required output, Enhancement of manpower skills according to manpower planning, Employee's individual initiative and lastly Self-sponsorship.

According to the study, 88% of employees underwent training as a result of their respective heads of departments recommendations. Nevertheless the training at the TPC was discovered not to be transparent enough such that some staff complained and wondered which criteria were applicable in selecting staff for training. The researcher discovered that TPC had no official assessment mechanism specified to measure training success as well as performance degree on the activities of the corporation.

Another research undertaken by Hamis, (2000) at the Tanzania's Ministry of Health (MoH) found that the training at the Ministry was not effective because the Government did not allocate sufficient funds for the training purpose. Moreover the training programmes were not implemented and worse still there was no training evaluation conducted to measure training acquired and actual translation of such training into actual work performance. However the training function has been affected by several factors some being that, the concept has not been understood in organizations.

People in managerial positions have remained idle on training responsibilities thinking that the job is solely a responsibility of the Training or Personnel Departments. In fact

training is a responsibility for every manager and supervisor. Training activity in some organizations has further suffered from financial constraints and lack of well-qualified personnel to coordinate it because many organizations disregard it. Kilugwe, (2007) in her study to Morogoro Municipal Council revealed that some of the factors limiting implementation of training program are age limits, lower level of education and limited budget. A study by Seleman, (2009) revealed that one of the factors limiting implementation of training program at Mzumbe University was shortage of funds.

The literatures above appreciate the importance of training in organizations, for example, Torrington and Chapman (1983) argue that after completion of employment process, the next stage of a contract for work is training and developing the employees to perform. Studies made have cited the gaps that they found to be hindrances of implementation of trainings in various organizations and have indicated that training is run in organizations without proper identification of training needs as highlighted by Nyamocha (1996), Hamis (2000), Mchanakutwa (1999) and Khamisi (2007). Retention scheme and trainability of staff make some of the trained staff quit organizations leaving behind untrainable ones. Mkawe (1999). Training also has suffered of not being transparent to all employees resulting into complaints from staff, Salum (2000).

The above researchers recommended for the Organizations to ensure training needs analysis is continuously done and employees involvement on the process; ensure more funds are allocated for training and where possible funds are solicited from other sources to finance training programmes and make sure there is after training evaluation to establish levels of achievements from the conducted training. Going through the various training program models, the researcher recommend the blending learning model Garvey (2011). Research from institutions such as Stanford University and the University of Tennessee have given valuable insight into some of the mechanisms by which blended

learning is better than both traditional methods and individual forms of e-learning technology alone. This research gives us confidence that blending not only offers us the ability to be more efficient in delivering learning, but more effective. It is recommended to strengthen this model by implementing Kirkpatrick's evaluation model.

Kirkpatrick's (1975) evaluation model measures: reaction of student - what they thought and felt about the training, learning - the resulting increase in knowledge or capability, behaviour - extent of behaviour and capability improvement and implementation /application and results - the effects on the business or environment resulting from the trainee's performance. All these measures are recommended for full and meaningful evaluation of learning in organizations.

2.3.1 Research Gap

The literatures and studies done on training practice show some elements of training practice without going into deep analysis as to why training programmes fail; also the studies referred to were undertaken some years ago so there is a possibility that the findings they produced are outdated in the current environment. The gaps in studies done as cited above have motivated the Researcher to conduct a detailed study on Factors that limit effective implementation of the training programme in Tanzania Electric Supply Company Limited (TANESCO).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

This chapter basically describes how the study was carried out, the data collection methods used, its analysis and presentation. It is a very important chapter as it provides reasons to why a particular method of research, sampling, data collection and data analysis was chosen; it also gives the design of the study, population and its area of which the research was based. In short this chapter is concerned with research designs, which are the master plan specifying methods and procedures for collecting and analyzing collected data.

3.2. Research Design

The research design adopted was that of a case study approach. A case study design is a plan of intensive exploring and analyzing the life of a single social unit be that of an individual, a family, an institution, culture, group or even an entire community. This design is appropriate because of the nature of the study and the research questions were designed in such a way that they address key issues on studying factor limiting implementation of Training Programme in Tanesco. Saunders, *et al.*, (2007) pointed out that; the case study has considerable ability to generate answers to the question `Why?` as well as `what?` and `how` questions. The design was also chosen by the researcher because it allows the use of different data collection techniques at different stages such as questionnaires, structured and unstructured interviews. This method generated empirical data / information because the researcher did not depend solely on published works and the approach is less expensive. So the choice was due to the financial constraints facing the researcher.

3.2.1 Areas of the Study

The study is on the case study of TANESCO Dar es salaam and Coast Zone. The choice of this area of the study was based on the fact that, in TANESCO; Dar es salaam and Coast Zone is the Zone with a big number of employees as compared to other four zones and by so being, it have a good representative sample for the study. The study concentrated on all levels of employees in the Zone with the view of collecting necessary data.

3.2.2 Population of the Study

The TANESCO Dar es salaam and Coastal Zone has a total of 1,094 employees and the population is distributed as shown in table 3.1.

3.2.3 Sampling Techniques and Sample Size

The populations of the study are all employees of TANESCO Regions and offices in Dar es Salaam and Coast Zone. Taking into consideration that TANESCO Dar es salaam and Coastal Zone has a total of 1,094 employees, the researcher found it difficult to cover the whole population in the research. Saunders, *et al.*, (2007) contends that sampling provides a valid alternative to a census when: it would be impracticable to survey the entire population; you have budget and time constraints or have collected all the data but need the results quickly. Henry (1990) as sited by Saunders, *et al.*, (2007) argues that using sampling makes possible a higher overall accuracy than a census. On these bases the researcher therefore took 25% (percent) of them under the categories mentioned to be the sample using a stratified random and purposive sampling techniques; this method was selected due to its advantages for this research which have an accurate and easily accessible sampling population. This sample has sufficient data, knowledge and experience that can easily facilitate the study.

Stratified random sampling method was used and the population was divided into four strata; that of Managers, Heads of Department, Supervisors, and other ranks /levels to allow a fair representation. Saunders, *et al.*, (2007) points out that, “Dividing the population into a series of relevant strata means that the sample is more likely to be representative, as you can ensure that each of the strata is represented proportionally within your sample.”

The population was grouped according to their ranks/strata as listed below and as shown in table 3.1; First, **Managers**; Interviewed Managers were picked randomly in order to avoid biasness. Secondly, **Heads of Department**; This group comprise of Heads from different departments of different disciplines and from different Regions of the Zone. These are the link between Managers and Supervisors so it is easy for them to note the effects of training that has taken place before the Managers. They were picked randomly in their respective Regions. Thirdly, **Supervisors**; This group comprises of all Supervisors in the Zone and they were picked randomly in respective Regions.

Table 3.3: Number of employees at zone and regional offices.

S/ NO	REGIONS / OFFICES	NUMBER OF EMPLOYEES
1.	Zonal Office	7
2.	Temeke Region	172
3.	Kinondoni North	227
4.	Kinondoni South	223
5.	Ilala	224
6.	Coast	209
7	KAUDA	32
	TOTAL	1094

(Source: Dar es salaam and Coast Zonal November (2010) Monthly reports.

This is the group level of which training is implemented and they are basically the overseers of the outcomes of the training programs. Lastly, **other ranks/ levels**; this is the

group mostly attending different training under the program. They are the most affected by the training programs due to their level of education. Representative sample was picked randomly from respective Regions as shown in table 3.2.

3.2.4 Data Collection Techniques

Most of the information was obtained through policies, journals, reports, interviews and questionnaires. Since it was difficult to rely on one method of data collection; the researcher employed qualitative and quantitative data collection techniques in order to counterbalance shortcomings of each technique.

Table 3. 4. Summary of Unit of Inquiry.

S/NO	DEPARTMENT	NUMBER OF EMPLOYEES	SAMPLE SIZE	SIZE 25%
1.	Managers	6	2	25%
2.	Heads of Department	25	6	25%
3.	Supervisors	55	14	25%
4.	Other ranks	1,008	252	25%
	Total	1094	274	100%

Source: Dar es salaam and Coast Zonal November 2010 Monthly reports.

The decision to use multiple instruments in collecting data was to ensure validity of data as one instrument complements another (Ledgerwood, 2000; Saunders *et al.*, 2007). Tashakkori and Teddlie (2003) in Saunders, *et al.*, (2007) argues that multiple methods are useful if they provide better opportunity for you to answer your research questions and where they allow you to better evaluate the extent to which your research findings can be trusted and inferences made from them. He pointed out two major advantages of using multiple methods; first, different methods can be used for different purposes in a study; second, it enables triangulation to take place.

3.2.7 Types of Data

The researcher decided to collect both primary and secondary data in answering research questions.

3.2.6 Secondary Data

The researcher decided to make use of secondary data due to its advantages of having fewer resource requirements in terms of time and money. Ghauri and Gronhaug, (2005) argued that they provide an unobtrusive measure. Cowton (1998) as quoted by Saunders, M *et al.*, (2007). The researcher therefore collected secondary data through documentary review. He reviewed different textbooks, journals, dissertations, thesis from The Open University of Tanzania, University of Dar es salaam, Mzumbe University, consolidated TANESCO reports and other unpublished sources.

3.2.7 Primary Data.

These were collected by using Questionnaires. The questionnaires method is simple to use compared to interview and observation. The method is also free from bias of interviewer, less expensive and does not exact much pressure on the respondents hence make them to be more comfortable. Kothari, (2005). It is on this basis that the researcher decided to use this method (Appendix i-iii).

To check the accuracy of the collected data the researcher compared the correctness of the answers which were given on questionnaires and those answers given through unstructured interviews. This method was administered along with unstructured interviews to a few randomly selected staff from the respondents group. Interview method entails face to face conversation between interviewer and interviewee, which aimed at gathering certain information. Interview questions were prepared as guideline. The

method was adopted because it enabled the researcher to understand the respondent inner feeling about the problem (Appendix iv).

The method also gives respondents freedom to ask in case of need. In addition, the method also ensures high response rate as compared to questionnaire, Babbier, (1986). Partly, questionnaires were administered personally and partly with the assistance of Human Resource Officers for the respective offices. The questionnaires were distributed to those whom were included in the sample. The questionnaires were set in both English and Swahili for easy understanding to different levels of staff and to facilitate easy data collection.

3.2.8 Data Analysis Techniques

Data collected was analyzed and presented so as to enable the researcher to answer the research questions and meet the objective of the study from which conclusions and recommendations were drawn. Data analysis is a practice in which raw data is ordered and organized so that useful information can be extracted from it. Smith, (17 June 2011). The analysis was based on the statement of the problem, research objective and research questions. In order the reader of this study to understand the data properly, the data were processed to reduce its bulkiness and minimized it in a manageable interview process. Here the researcher had to cross check the sample size as to how many respondents gave the same answers to the questions asked and whether the answers given to the questions have close relationship in any way.

This study was qualitative in nature; therefore the collected quantitative and qualitative data were coded, analyzed and interpreted. The Microsoft excel programmes was used to analyze and summarize the data.

CHAPTER FOUR

FINDINGS, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter describes and analyses data collected during the data collection process. The analysis covers the findings from the research questions, structured, unstructured interviews and questionnaires with TANESCO Dar es salaam and coast zone staff. The major objective, among others in this research was to make analysis on the factors that limit the effective implementation of the training programmes at Tanesco.

Key information to be discussed here includes establishing whether TANESCO have a yearly training programmes to its staff and if the programme is in place, whether it is supported by corresponding budget; whether the company posses specific procedure for selecting prospective trainees; and establish social factors that limit the effective implementation of training programme in TANESCO; finally establish challenges encountered during the implementation of the programme measures taken to alleviate them.

4.1.1 Response from the Questionnaires

The researcher administered three types of questionnaires; one was to the Managers and Heads of Department, the other one for Middle level management and supervisors and the last was a Swahili version for ordinary/operational staff. He also administered unstructured interview questions for all levels. Total numbers of 274 Questionnaires were distributed to all cadres. The respond rate to the total number of distributed questionnaires was 274/254 which is 92.7% of the sample. Interview was randomly conducted to total of 75 respondents.

Table 4.1: Summary of expected Vs actual respondents

S/NO	DEPARTMENT	Expected number of respondents	Actual number of respondents	percentage
1.	Managers	2	2	100%
2.	Heads of Department	6	5	83%
3.	Supervisors	14	12	85.7%
4.	Other ranks	252	235	92.5%
	Total	274	254	92.7%

Source: Field data, (2010)

4.2.2 Responses to Research Questions

On the Question of whether TANESCO have a workable yearly training programme; respondents of questionnaires revealed as in table 4.2. Results show that only (45.3%) out of 254 respondents knew that there was a workable training programme at Tanesco. The remaining 54.7% did not know if there was a training programme. This suggests that the training programme of the Company was not known to all employees. Lack of clarity could be one among factors that constrained training within an organization. Sambrook, (2002) observed that, clarity concerning lack of understanding regarding Human Resource Development goals, tasks, responsibilities and objectives and even the distance between managers and the Human Resource and Development function increased.

Another reason here was the lack of practical information regarding the need for training, training processes and training opportunities. Sambrook, (2002) Pinpointed factors such as lack of clear communication were one of them.

Table 4.2: Respondents on whether TANESCO have Training Programme

S/N O	Respondents	number respondents	of	Frequency For Yes	%	Frequency For No	%
1.	Managers	2		2		0	
2.	Heads of Department	5		4		1	
3.	Supervisors	12		5		7	
4.	Other ranks	235		104		131	
	Total	254		115	45.3%	139	54.7%

Source: Field data, (2010)

On the issue of whether a workable training programme was there at TANESCO, results showed that the Company had a five years training programme (2005-2010) to sponsor and permit its employees to attend short and long courses aimed at having a well trained workforce. The programme is implemented on annual basis based on annual budgets. Here the Company was aiming at educating its employees especially those who possess positions without the necessary qualifications stipulated in the current government scheme of services to the required levels so that they could be retained in the service. This was stipulated in the public service regulation of Tanzania under section 103 that;

“...every employer shall be responsible for training and development of his staff and shall monitor and coordinate the training of all public servants in order to avoid unwarranted disparities within the public service” (GoT, 2003:85).

4.2.3 TANESCO Annual Training Budget

This section covers issues concerning the TANESCO training programme where discussion is be on whether the company training programmes are supported by corresponding budget. Results from those interviewed show that shortage of sufficient fund allocated by the company for the purpose of training to its employees was also a

setback towards achieving the fore mentioned Company strategies. This was due to that every time applicants were many compared to the available budget. The training applications are done through special “Training Request Forms” (Appendix v and vi). Some respondents cited the current situation of the company whereby 2010 training budget was frozen due to bad financial condition of the company. It was also cited that shortages of budget have lead to self sponsorship whereby employees pay themselves for courses not necessarily within their profession.

When interviewed the respondent said, due to this shortage of training budget the company introduced a system of Education loan. Through this an employee finds a course and request loan from the Company by filling education loan forms (appendix vii). This led the company to train employees according to their personal requirements and not job gaps. This has lead to a situation where an Engineer or Accountant train for Laws degree or information technology of which after completion they become redundant which force them to find employment in other Organizations with higher compensation. Table 4.3 shows that total trained employees were 36.39% out of 720 employees who were budgeted for years 2009 and 2010 were trained as a result of limited budget.

4.2.4 Training Needs Assessments and Selection Procedures

Apart from Interviews, questionnaires were distributed and response was as indicated in table 4.4. Results show that, most of the respondents, 63% out of 254 said there was no training needs assessment in the Company; 37% of respondents said that the Company had a training needs assessment where in the departmental meetings each department scrutinized vacant posts and analyzed them to see if there was really a need of filling the revealed knowledge gaps. 67% out of 75 staff who were interviewed said that towards the period of budget compilation they normally requested all who want to be in the

training budget to register the courses they would like to attend. One staff from technical department, Khalfan Mtunze when responding on this during interview said, “normally during the month of July each year they (supervisors) come and request us to register for the courses we would like to attend the following year; we register and the following year during February or March the budget is released, but again we are told the budget is not enough.

For example year 2009 budget released was 12 million shillings for a Region with more than 200 employees. In 2010 the budget was release and few days after it was frozen due to Company’s financial crisis.” This implies that the training programme in Tanesco is not supported by the budget. Another study by Nyamocha (1996) in Khamis, (2007) discovered that training at the National Bank of Commerce was not based on the training needs assessment or skills needed by the bank; this was due to what amount of money was being allocated by the bank and trainability of staff. Underutilization of such trained staff resulted in complaints from staff, resignations and abscondment from the services of the bank.

Results show that the selection procedure for training purposes is basically dependent on the need and availability of funds. Employees are sponsored based on the need of the Company departments and when it happens that there are enough funds for sponsorships, approval is based on early timing of applications. This suggests that the training needs and the available budget determine who should be given first priority to undergo training.

4.2.5 Employees Perception on Company Training Practice

Responses from questionnaires revealed that, employees have two mixed feelings in that there are those favored and that few employees are taken for Training through clear means. Those who benefited with Training had the perception that; Putting Training

programme in a proper planned manner, the existing training practice leads to achievements on:- **(i) Competition in the Labour Market;** Respondents to the interviews revealed that some of employees are encouraged to undergo training due to competition in the Labour market and to improve their competence as well as work efficiency.

Table 4.3: Staff budgeted for training year 2009 and 2010

Centre	year	Budgeted no.	Trained as per budget	Percentage trained
Ilala	2009	45	13	28%
	2010	67	35	52.24
Temeke	2009	48	30	62.5%
	2010	55	10	18.2%
Coast	2009	72	47	65.28%
	2010	120	30	25%
K,North.	2009	68	5	7.35%
	2010	43	6	13.95%
K,South	2009	54	25	46.3%
	2010	75	23	30.67%
KAUDA.	2009	30	0	0%
	2010	35	33	94.29%
Zonal office	2009	0	0	0%
	2010	8	5	62.5%
	Total	720	262	36.39%

Source: 40/ 41 zonal workers council report 2009 and 2010.

Nowadays the economy is globalized and it is within the hands of few people mainly private sector. These people are just looking for competence and efficiency. These qualities can easily be achieved by people with good education and working experience.

Many private businesses pay higher competitive salaries that motivate other company employees to undergo training expecting to join them upon graduation.

Table 4.4: Training needs Assessment

S/NO	DEPARTMENT	number of respondents	TNA yes	%	No TNA	%
1.	Managers	2	0		2	
2.	Heads of Department	5	2		3	
3.	Supervisors	12	5		7	
4.	Other ranks	235	87		148	
	Total	254	94	37%	160	63%

Source: Field data, 2010

Nkya (2005) suggested that, fast development in technology and globalization had caused ways of doing work to be dynamic. These developments necessitated training to be a continuous organizational activity in order to equip employees with skills to cope up with technological changes as well as globalization. Torrington and Chapman (1983) explain that training has been given good attention in recent years because of rapid technological advances that have phased out unskilled jobs ushering in job demanding knowledge about the new technology.

(ii) The New Government Scheme of Service; Results from the interview also show that some employees are encouraged to undergo training due to the requirements of the new scheme of service. The new scheme of service has narrowed chances for career advancement to people with low educational background. Before this change of the public scheme of services, sensitive positions were under senior staff regardless of their level of education. Junior staff had no way to penetrate in the managerial positions and was paid lower salaries compared to seniors. This discouraged young employees and resulted in a high rate of turn over to the private sector. Senior staff did not see the logic of undergoing

training because they were paid better compared to well educated junior employees. This situation have an impact on the part of these senior staff as training helps to acquire expertise and competencies to use in the execution of day to day activities.

After the inception of the scheme of service (2003) many senior staff lost their positions and some remained stet, and few were given conditions to train. The junior educated staffs were given chances to hold sensitive and managerial positions a thing that helped in the retention of staff and a challenge came as an encouragement for the young generation to seek training opportunities. This suggests that changes in the government policies could also play a major role towards encouraging/ discouraging some issues/ events. In the Public Service Scheme (2003), for example, qualifications for appointment and promotion in the public sector were clearly stipulated under section 31. One of the conditions was academic qualifications determined by a certain level of education required for the post concerned. This has also influenced training of public organizations employees such as TANESCO because they were guided by the same Public service scheme.

(iii) Better Position and Better Salary; Some of interview respondents said that employees were encouraged to undergo training for the sake of holding better positions and receiving better salaries. This suggests that level of salaries in the company is still discouraging and most of employees with lower education would like to upgrade/train in order to improve not only knowledge and skills but also their salaries and working conditions.

4.2.6 Social Factors Limiting Effective Implementation of Training Programme.

The purpose of this section is to answer the research question on the social factors that

limit implementation of Training Programme in the Company. This is done by analyzing socio-demographic characteristics i.e. age, gender, marital status and level of education of respondents in the study area as examined in the questionnaires and interviews and how they encourage or affect staff training in TANESCO.

4.2.6.1 Age Characteristics

Table 4.5: Distribution of respondents by their age categories

S/N	AGE DESCRIPTION	FREQUENCY	PERCENTAGE
1	18 - 35	26	11%
2.	36 – 45	76	31%
3.	46 – 55	119	47%
4.	> 55	33	12%
	Total	254	100%

Source: Field study, (2010)

The findings show that the majority of respondents (47%) out of 254 were of old age i.e. between 46 years – 55 years; followed by the middle age between 36 and 45 that comprised 31% and the old age 55 and above which was 12%. Lastly the young age between 18 and 35 that comprised 11% of the population. The distribution of respondents in TANESCO Dar es salaam and coast zone by age characteristics are as shown in Table 4.6. Results show that one among the factors that limit employees to undergo training is age limitation where by 65.4% of employees at the age between they would prefer to go for training 21.8% of the age between 46-55 and 6.1% of the age above 55 indicated they would prefer to attend training.

Table 4.6: Staff who prefer to attend training

S/N	Age Description	Total	Frequency on YES	%	Frequency on NO	%
1	18 - 35	26	17	65.4	9	34.6
2.	36 – 45	76	57	75	19	25
3.	46 – 55	119	26	21.8	93	78.2
4.	> 55	33	2	6.1	31	93.9
	Total	254	102		152	

Source: Field study, (2010)

This suggests that some employees hesitate to undergo training just because of fearing of their age limit. These employees think that because they are near to retire, it is not important for them to study; a thing which is wrong because training is not just for being employed in the formal sector and but also in the informal sector of the economy. In this respect it was also revealed that 30% respondents with educational level below secondary school said that they had no plans to develop themselves because of age limit forgetting that the benefits of training extend beyond active service.

When interviewed one staff M/S Rasuli Mohamed whose age is above 55 years responded “am now 56 years I can no longer climb the ladder yet they think of taking me for training, they just want to west their money because I believe I cannot benefit anything at this age.

4.2.6.2 Marital Status

Table 4.7: Distribution of respondents by their marital status

S/N	DESCRIPTION	FREQUENCY	PERCENTAGE
1	Single	58	23%
2	Married	171	67.3%
3	Separated	16	6.3%
4	Widowed	9	3.5%
	Total	254	100%

Source: Field data, (2010)

Results shows that the majority of the respondents (67.3%) out of 254 are married couples, 23% were still single, 3.5% were widowed and 6.3% were separated. These results further imply that, most of the respondents have household responsibilities additional to office responsibilities. The distribution of the respondents in TANESCO

Dar-es –salaam and Coastal Zone staff by their marital status is shown in Table 4.7. On responding to whether they would prefer to attend training, results show that many family responsibilities are among the factors that limit employees to undergo training 28% of the respondents interviewed said that employees were not undergoing training because of having many family responsibilities.

According to Table 4.8; respondents from questionnaires revealed that 65.5% of single status staff and 47.4% of married said they would like to attend training, while only 31.3% of separated and 33.33% of widowed said the same.

Table 4.8: Those prefer to attend training

S/N	Marital Description	Total	Frequency on Yes	%	Frequency on No	%
1	Single	58	38	65.5	29	34.5
2.	Married	171	81	47.4	90	52.6
3.	Separated	16	5	31.3	11	68.75
4.	Widowed	9	3	33.33	6	66.7
	Total	254	127		127	

Source: Field study, (2010)

This shows how much burden the widows and separated have on family responsibilities. For example, some of the female respondents said that it was hard for them to join training because their husbands were reluctant to permit them to do so while other respondents said it was hard for them to undergo training because they were having many family responsibilities of caring and maintaining their families. Explaining this, they said that due to the extended family nature of Tanzanians, some employees provided care to many dependants compared to their income and sometimes these added responsibilities were perpetuated by the HIV/AIDS pandemic that had increased and still increasing the number of orphaned children to be cared for by other relatives. And the problems of drug

addiction mostly for teen ages that had led some families to become total dependant on others.

Sometimes it appears that children are also attending schools that cost money in terms of school fees and tuition fee. For a normal employee it is hard for him/her to manage all the costs, for example, for children and for him/herself. This reason is also linked to the new higher learning legislations that require parents to pay at least 40% of the higher learning institutions if not 100% of the total cost. It is very obvious that for such employee 40% contribution is a burden and the situation becomes worse when she/he is required to pay 100%, and once they decide to do so, it is at the cost of their own educational development.

Results show that, the level of education in the parastatal organizations is still at the medium level because there are still many employees with primary education compared to the private sectors today. In this category, 39 % out of 254 respondents had primary level education, 43% had Secondary level and 13% had a diploma level. 3.5% of respondents had a bachelor's degree level and only 1.5% had a master's degree. Regarding the level of training, results also show that, lower level of education is among the factors that inhibit employees to undergo training. 20% of respondents interviewed said that employees were not undergoing training because of their low education background.

From the questionnaires response only 25.3% of staff with primary education were ready to join training while on the other hand 65.14% of those with Secondary level, 66.7% of Diploma level, 77.8% of Degree level and 50% of masters Degree level were ready to go to for training.

4.2.6.3 Level of Education

Table 4.9: Distribution of respondents by their level of education

S/N	EDUCATION DESCRIPTION	FREQUENCY	PERCENTAGE
1	Primary level	99	39%
2	Secondary level	109	43%
3	Diploma level	33	13%
4	Degree level	9	3.5%
5	Master degree level	4	1.5%
	Total	254	100%

Source: Field data, (2011)

This shows that those with primary level were afraid to fail as they did in primary school examinations let alone being accepted in any higher learning institution. This can also be linked to lack of a learning culture. Sambrook, (2002) insists that “Lack of learning culture is an inhibiting factor to training”. According to him it was very difficult to motivate employees to share knowledge or engage in a learning process if they were not used to or perhaps reluctant to do so. The question of satisfaction with the current level of education was also posed to respondents during interview. Results shows that 62% out of 75 respondents were not satisfied with their current level of education although they possessed skills that enabled them to perform better in their daily jobs. Dissatisfaction with their current level of education was mainly because of the competitive nature of the labour market that demanded higher qualifications, low salaries received, and requirements to acquire higher and managerial positions.

38% of respondents who said were satisfied with their current level of education said that they did so because of competitive nature of level of education held by them in the labour market, positions held, better salaries received and competence in their jobs. Results show that out of 62% respondents who said were not satisfied with their current level of education 41% were undergoing training while the remaining 59% were not doing so.

This is due to fore mentioned factors like age limitation, many family responsibilities and low education level plus some other factors to be discussed in the next section of this report.

Table 4.10: Those prefer to attend training

S/N	Education Description.	Respondents	Frequency on Yes	%	Frequency on No	%
1	Primary level	99	25	25.3	74	74.75
2.	Secondary level	109	71	65.14	38	34.9
3.	Diploma level	33	22	66.7	11	33.33
4.	Degree level	9	7	77.8	2	22.22
5	Master Degree	4	2	50	2	50
	Total	254	127		127	

Source: Field study, (2010)

4.2.6.4 Official Responsibilities

It was also revealed that some employees were also overburdened with official responsibilities. 14% out of 254 respondents gave this reason as among the factors and this was supported by the head of Human Resources Department who said that about five employees (three from Planning Department and two from Accounts Department) were not given permission in 2010 to attend training in institutions irrespective of the fact that they were ready to pay for their fees. The reason behind this loss of training opportunity was that there were many official responsibilities under them due to shortage of man power in those departments. Sambrook, (2002) noted that lack of time to attend training on the part of employees were due to work pressures; cancellation/postponement of training opportunities on the part of management to ensure that the work load was completed and those were inhibiting factors’.

4.2.7 Other Factors Influencing Employees Training in TANESCO

The purpose of this section is to give factors other than age limitation, many family responsibilities, and low education background that affect employees training.

4.2.7.1 Bureaucracy in Sponsorships and Permission

Results show that 5% of respondents said that some of TANESCO employees were not undergoing training because of bureaucratic delays in sponsorships and permission to join training institutions and centers. The researcher asked them if they were aware of training programmes and procedures for selection and permission and they answered negatively. They showed ignorance of the procedures and wondered how others managed to go for training in other departments. Salum, (2000) in his study at Tanzania Post Corporation (TPC) found out that training at the TPC was not transparent enough such that some staff complained and wondered which criteria were applicable in selecting staff for training.

As on table 4.11 the respondents on whether the Company has a training evaluation practice revealed that 100% of the managers and Heads of Departments said the company has no training evaluation practice and only 25% of supervisors and 9.9% of other ranks indicated that there was training evaluation practice in the Company. The study found that 62.5% out of 75 interviewed respondents said that they really did not know if there was a training evaluation practice within the Company. The remaining 37.5% of respondents including the Managers, and the Heads of Department, said that there was no training evaluation practice within the Company.

According to Harrison, (1988), evaluation of training aimed to discover the value of training done. He further elaborates that, although most managers expressed themselves satisfied with the training investment in the organization, most had no significant

knowledge of exactly what training was being done, what was its cost or what were its results and benefits. Neither did personnel, take a lead in providing such information or appear to see any need to do so. These circumstances do affect the training function in an organization.

4.2.7.2 Training Evaluation Practice

Table 4.11: Respondents on whether the Company has Training Evaluation Practice

S/NO	DEPARTMENT	number of respondents	T/ evaluation	%	No T/ evaluation	%
1.	Managers	2	0	0	2	100
2.	Heads of Department	5	0	0	5	100
3.	Supervisors	12	3	25	9	75
4.	Other ranks	233	23	9.9	210	90.13
	Total	254	28		226	

Source: Field data, (2010)

A study undertaken by Hamis, (2000) at the Tanzania's Ministry of Health found that the training at the Ministry was not effective because training programmes were not implemented and there was no training evaluation conducted to measure the training acquired and actual translation of such training into actual work performance. The study also revealed that the training function has been understood in organizations. People in managerial positions have remained silent on training responsibilities thinking that the job is solely a responsibility of Training or Human Resources Department. In fact training is a responsibility of every manager and supervisor. Training activity in some organizations has further suffered from a problem of not having well-qualified personnel to coordinate it because many organizations disregarded it.

4.2.8 Challenges Encountered in Implementing Training Strategies

The question about problems towards the implementation of training strategies was also asked to the management team with the aim of knowing if there were problems. Results show that, all respondents in the management team (100%) said that there were some problems facing the effective implementation of training strategies. Results further showed that other obstacles were age limitation, lower educational background and limited budget.

4.2.9 Strategies Taken by Tanesco to Address the Problem

The question about strategies was asked to the management team so as to assess the efforts that are being done by the Management regarding training. The study found that increase of sponsorships, announcement of training vacancies, consultation and advice to individual employees and in meetings, giving permission for training purposes as well as promotion to trained employees are some of the strategies used by the Company to encourage employees to undergo training.

4.2.9.1 Increase Sponsorship and Announcement of Training Vacancies

Results show respondents in the management team saying that one of the major measures taken by the company was to increase training budgets so that many employees could benefit by acquiring sponsorships. These respondents clarified that sometimes the company communicated with various institutions and announced the available courses on the notice board. The researcher verified this when he looked at the notice board and found courses from The Open University of Tanzania, College of Business Education, Dar es salaam Institute of Technology and Institute of Finance Management advertised for those who were interested.

4.2.9.2 Giving Permission for Training Purposes

Results show that another measure taken by TANESCO was giving permission to employees so that they could undergo training, this was a deliberate measure to encourage them to apply and uplift their educational level and where the training was not budgeted the employee was given education loan. The permission was only withheld when there were specific reasons to do so. Here also, even those who were having self sponsorships were considered and given priority. The reason given here was that management knew sponsorships were limited and there was no need of delaying permissions without reasonable cause. The Company also offers temporary transfers for its Employees to centers like Dar es Salaam where they can attend part time Trainings.

4.2.9.3 Consultation and Advice to Individual Employees and in Meetings

Results also show that there was also a strategy of consulting. Some employees were consulted either individually or in Department or general meetings so that they could think and decide on the issues of their training. Respondents here said that some employees were reluctant to undergo training because of their unsatisfactory educational level. Because of the ongoing changes in the public service scheme whereby all employees were required to have at least “o” level education there was a need to consult and advise them so that they could also feel that need for their own benefits and for the improvement of work efficiency.

4.2.9.4 Promotion after Completion of Studies

Results also show that other measures used by the company included promotion to those who complete training and passed their prescribed courses. This in one way or another encouraged some other employees to undergo training and also those who had already joined institutions to study hard/ double their efforts.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1. Summary of Findings

Regardless of different training programmes that are being prepared and implemented by different Organizations still most of them have experienced failures either at programme designing or at the stage of implementation. The study findings intended to provide recommendations to the Company Management following the revelations of respondents on what is taking place and what should be done in order to encourage employees to undergo training and having a well trained workforce in the Company.

To begin with the researcher visited a number of literatures to find out what others have done so far and currently what are the causes of failures of training programmes in parastatal organizations. Some literatures show that the failure was due to lack of clear training programme that lead to random implementation ; while other literatures indicate lack of training needs assessment and shortage of training budgets.

To achieve the above objectives, the researcher collected data from 254 respondents of TANESCO Dar-es-salaam and Coast Zone. A simple random and purposive sampling technique was applied to locate the respondents. Questionnaires, structured and unstructured interviews were administered to respondents. Data were analyzed with the aid of Microsoft excel. Below are summary of the research findings:-

i) The study found that only 45.3% of the respondents had the knowledge of existence of a training programme in the Company. This shows that the Company have a training programme but not well known to its employees.

ii) The existing training programme in the Company was not supported by the corresponding annual budget. This was supported by the evidence that training budget set aside for years 2009 and 2010 were consecutively frozen and reallocated to other company functions.

iii) It was also revealed that selection procedures were not fair enough because some employees were sponsored quite often while others remained on the waiting list for a long time. It was equally said that time allocated to attend classes for in-service training was not encouraging. Sometimes there were many responsibilities to shoulder while attending classes thus lowering attentiveness due to fatigue. There was need therefore to follow training needs analysis procedure. It would be a guiding tool which would cut across the entire workforce and therefore cure the sponsorship disease.

iv) The study also revealed that sociological factors such as; old age and low education background, and marital status, are among the factor that bar employees from attending training hence failure of training programmes. This suggested that there was a need for the company to develop and inculcate learning organization culture to its employees so as to have a well trained work force. A learning organization was one that sought to create its own future; that assumed learning was an ongoing and creative process for its members; and one that developed, adapted, and transformed itself in response to the needs and aspirations of people, both inside and outside itself; Navran Associates Newsletter (1993).

v) The study found that increase of sponsorships, announcement of training vacancies, consultation and advice to individual employees and in meetings, giving permission for training purposes as well as promotion to trained employees are some of the positive strategies used by the Company to encourage employees to undergo training.

5.2 Implications of the Findings

The findings from this research have several implications to both employee and the company; among these are:-

i) The fact that the Company's training programme is not known to its employees implies that the company has no training programme. This has effect to the company in that its investment in training does not reflect to employee's performance and the company in general.

ii) The training programme is not supported by the annual budget. Normally budget is prepared and approved during beginning of the financial period. It is expected that budget should be a tool to drive performance of the company objectives during the year. With the tight economy sometimes budgets are reduced; and the first thing that gets cut is training. This implies that the budget is therefore not used as a tool to drive overall performance of the company especially to improve human resource. Moreover cutting the already approved training budget demoralizes staff. Not only we need to keep up their skills but we also need to motivate them to remain in the job.

iii) Organizations are required to have equal opportunity plans provisions for training and education programs designed to provide opportunities for employees to advance and perform at their highest potential this will influence the direction of training. Non equal opportunity for training may create classes and high rate of staff turnover at the working place. This has a negative impact in the overall company objectives. Many people select a job or employer because of the opportunity to learn.

iv) The staff social and economic factors; though constitute a cornerstone for subservience, they usually obstruct staff training and development. The training programme conducted by the organization cannot be effective to some of the staff due to age, low education background and parental status, therefore cannot bring the intended result of improving staff skills.

v) Strategies used by employer to encourage employees to undergo trainings such as increase of sponsorships, announcement of training vacancies, consultation and advice to individual employees and in meetings, giving permission for training purposes as well as promotion to trained employees have positive effect in improving staff skills and the overall Company performance.

5.3 Conclusion

The main reason of this study was to find out the factors affecting the effective implementation of training program at TANESCO. After identifying these factors, TANESCO ought to try to address and correct them, and find ways of implementing training at the company. In this world of science and technology, and business competition, the company needs to invest more in computer knowledge, good customer care and building competence in skills and knowledge. The Company has to mould itself to a learning organization where as Senge (1990) points: learning...

... "organizations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together".

In this the organization need to discover how to tap people's commitment and capacity to learn at *all* levels.

5.4 Recommendations

In this section the researcher gives some recommendations that may assist in ensuring effective implementation of training programme at TANESCO.

First; the management should ensure a well planned and implementable training programme is in place and the training is done and implemented effectively. Not only that

but also the company management should make sure that training programme is exposed to all employees.

Second; Gordon, (2010) recommends companies to make training a stand-alone function, separate from human resources. Gwaltney, (2003) concludes that; “Training can be substantial investment, but it is an investment in your company, your people and the future. Apart from its annual training budget the Tanesco need to request national and international sponsors to contribute training funds so as to raise sufficient funds to train all prospective staff per year. The Company Management especially Human Resource Department should have programme to sensitize employees need to have self initiative towards developing their carries. They need apply self sponsorship for the betterment of their future, know where to find and have the human resource Training and Development guidelines and programmes for the company in every annual budget, to know their training rights and have to claim for if not given while they are budgeted for and A cultivate a learning culture.

Thirdly; The Company needs to have a clear policy for selecting staff for Training known to all employees and make them part and parcel of the programme. In so doing the employees will understand the importance of developing, their skills and knowledge in order to cope with the environment and not just think of financial benefits. The Management must consider all employees to have equal chances and rights for training.

Fourthly; on sociological factors such as; old age and low education background, and marital status, that hinder employees from attending training hence failure of training programmes. The Management has to develop and inculcate learning organization culture to its employees so as to have a well trained work force.

As Gephart, *et al.*, (1996) and associates pointed out "the culture was the glue that holds an organization together"; a learning organization's culture was based on openness and trust, where employees were supported and rewarded for learning and innovating, and one that promoted experimentation, risk taking, and "values the well-being of all employees. Fifthly; Effective training programs can improve equipment reliability and increase production levels. It can also support incorporation of new technologies, implementation of new procedures, or the transfer of knowledge. Effective training programs can transform "on-paper" benefits into a real return on investment (ROI)". These benefits can include higher revenue generated, increased productivity, improved quality, lower costs, more satisfied customers, higher job satisfaction, and lower employee turnover.

Training is a valuable commodity that, if viewed as an investment rather than an expense, can produce high returns. While it is true that training costs money and uses valuable employee time and resources, studies tend to show training provides a positive return on investment-sometimes in the neighborhood of several hundred percent. Therefore, although training might seem like a luxury expense in tight financial times, it is, in fact, one of the most sure and sound investments available.

Finally, the Company Management needs to study various models of training programmes and adopt the model that they find appropriate for their staff development. As indicated earlier the researcher recommends the company to study and if possible adapt the "Blended learning programme". Garvey (2011) and Kirkpatrick's (1975) evaluation model that he believe if effectively and efficiently implemented with allocation of sufficient budget will definitely lead the Company to successful implementation of its training programmes.

5.5 Areas for Further Research

The researcher wishes to call upon further researches on the following areas:-

- i) An assessment on Social factors affecting implementation of training programmes in Organizations. This study should focus on why factors such as age, marital status or education background limit employees from attaining carrier development.

- ii) Assessment on methods used to train staff of different categories. The study should once again, focus on how different training methods can be used to effectively impart knowledge to employees of different educational background and job disciplines.

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APPENDIX

Appendix 1: Questionnaire for Zonal, Regional Managers and Heads of Departments.

These Questionnaires aim at soliciting your opinion concerning the Training Program its design and problems encountered in its Implementation. The objective of this questionnaire is examine if there are Training programmes in Tanesco and whether there are any factors that limit their implementation; and suggestions of alleviating the limiting factors. You are requested to answer the question by ticking the answer which mostly suits your choice. In case you do not find the appropriate answer amongst the alternative, please don't hesitate to suggest on which you think is the most appropriate. Please provide brief explanations where required by questions.

General Information

1.1 Department

1.2 Gender (1) Male ()

(2) Female ()

1.3 Age (tick in the respective box)

Age in years	18- 35	36-45	46-55	>55
V				

1.4 Marital Status (tick the right position).`

Status	Single	Married	Separated	Mjane
V				

1.5 Level of Education (please tick the higher level of Education you attained).

Level	Primary	Secondary	Diploma	1 st Degree	Masters Degree.
Tick					

1.6 Working experience (tick in the respective box)

Years of experience	1-5	6-10	11-15	15 and above
Tick				

2. Does TANESCO have yearly training programmes for her staff? (tick the right section)

Yes I don't know No

If yes

3. Are you involved in planning department objectives and targets?

(a) Strongly agree (b) Agree (c) Disagree (d) Strongly disagree

4 Why do you think staff training programme was introduced in TANESCO? (Tick the right section).

(a) It is a Company Policy (b) Pressure group (donor, interested parties) (C) Development of employee's capability. (d) Performance deficiencies (gaps).

5. Does the company have a training policy to guide trainee's selection? (Tick the right section).

Yes

I don't know ()

No ()

If yes, please outline the procedure.

.....
.....

6. In your opinion does training contribute to improve employee performance? (Tick the right section).

(a) Strongly agree ()

(b) Agree ()

(c) Disagree ()

(d) Strongly disagree ()

7. Do you prefer to attend training?

Yes ()

No ()

8. Are Tanesco,s Annual Training Programmes supported by a viable/ sufficient budget? (Tick the right section).

(a) Strongly agree ()

(b) Agree ()

(c) Disagree ()

(d) Strongly disagree ().

9. How do you perceive the existing training practice?

.....

.....

10. What are the factors that limit/hinder the effective implementation of Tanesco training programmes?

- (a) Over aged staff
- (b) Low level of staff basic education
- (c) Family responsibilities
- (d) Office responsibilities

11. Are there any measures taken by the Company to address factors limiting the effective implementation of training programmes to its staff?

12 Mention two most critical weaknesses of implementation of training program in your area, if any?

- 1.
- 2.

13. What suggestions do you have for ensuring such Programme works well?

- 1.....
- 2.....
- 3.....

14. What do you think is the aim of conducting training in your region / department?
(Tick the right section).

- (a) For Managements decisions i.e. knowledge development, promotion, salary, increase, transfer etc

()

- (b) To improve employee/ organizational performance ()
- (c) It is one of your responsibilities ()

15. How do you conduct training in your Zone/Region / department? (Tick the right section).

- (a) By conducting a unilateral assessment of your staff ()
- (b) By discussing with your subordinate about his/ her performance behaviors.
()
- (c) By making reference from the employees previous performance appraisal form.
()
- (d) None of the above.... ()

16. Have you ever attended training under Company,s training Programme? (Tick the right section).

- Yes ()
- No ().

17. Mention at least two most important weaknesses encountered in the implementations of training program in your region / department.

- 1.....
- 2.....

18. What are your suggestions for improving the training Programmes?

- 1.....
- 2.....

19. What do you think are possible challenges an organization / Company can face in implementation of Training program.

(d).....

(e).....

(f).....

(g).....

Thank you for the cooperation

Appendix 2: Questionnaire (Middle Level Management)

Instruction:

Kindly respond to all questions. Tick against the correct answer and provide information in the space provided for questions, which require additional information.

1. Organization.....

2. Department.....

3. Designation

4. Sex

5. Age (tick the right position).

Age/years	18- 35	36-45	46-55	>55
V				

6. Marital Status (tick the right position).`

Status	Single	Married	Separated	Mjane
V				

7. Length of service with the organization (tick the right position).

Years of experience	1-5	6-10	11-15	15 and above
Tick				

8. Length of service in the current position

9. Level of Educational attainment (tick the right position).

Level	Primary	Secondary	Diploma	1 st Degree	Masters Degree.
Tick					

SECTION B

10. Does Tanesco have yearly training programmes for her staff? (tick the right position).

Yes ()

No ()

If yes

11. Are you involved in planning department objectives and targets? (tick the right position).

(a) Not at all ()

(b) to some extent ()

(c) To high extent ()

(d) Highly involved ()

12. Why do you think staff training programme was introduced in Tanesco? (tick the right position).

(a) It is a Company Policy ()

(b) Pressure group (donor, interested parties) ()

(C) Development of employee's capability. ()

(d) Performance deficiencies (gaps). ()

13. Does the company have a training policy to guide trainee's selection?

Yes ()

No ()

If yes, please outline the procedure.

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

14. In your opinion does training contribute to improve employee performance? (tick the right position).

- (a) Strongly agree ()
- (b) Agree ()
- (c) Disagree ()
- (d) Strongly disagree ()

15. Do you prefer to attend training? (tick the right position).

- Yes ()
- No ()

16. Are Transco's Annual Training Programmes supported by a viable/ sufficient budget? (tick the right position).

- (a) Strongly agree ()
- (b) Agree ()
- (c) Disagree ()
- (d) Strongly disagree ().

17. How does TANESCO staff perceive the existing training practice?

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

18. What are the factors that limit/hinder the effective implementation of TANESCO training programmes?

- (a) Over aged staff

(b) Low level of staff basic education

(c) Family responsibilities

(d) Office responsibilities

19. Are there any measures taken by the Company to address factors limiting the effective implementation of training programmes to its staff?

.....
.....

20. Mention two most critical weaknesses of implementation of training program in your area, if any?

- 1.
- 2.

21. What suggestions do you have for ensuring such Programme works well?

- 1.....
- 2.....
- 3.....

22. What do you think is the aim of conducting training in your region / department?
(Tick the right position).

- (a) For Managements decisions i.e. knowledge development, promotion, salary, increase, transfer etc ()
- (b) To improve employee/ organizational performance ()
- (c) It is one of your responsibilities ()

23. How do you conduct training in your Zone/Region / department? (tick the right position).

- (a) By conducting a unilateral assessment of your staff ()
- (b) By discussing with your subordinate about his/ her performance behaviors.
()
- (c) By making reference from the employees previous performance appraisal form.
()
- (d) None of the above.... ()

24. Have you ever attended training under Company's training Programme? (Tick the right position).

- Yes ()
- No ().

25. Mention at least two most important weaknesses encountered in the implementations of training program in your region / department.

- 1.....
- 2.....

26. What are your suggestions for improving the training Programmes?

- 1.....
- 2.....

27. What do you think are possible challenges an organization / Company can face in implementation of Training program.

- (d).....
- (e).....

Thank you for the Cooperation.

Appendix 3: Dodoso kwa Ajili ya Watumishi wa Kawaida (OPS).

Ili kufanya utafiti kuhusu zoezi zima la uandaaji wa mafunzo kwa wafanyakazi wa Shirika na utekelezaji wake tungependa kupata maoni yako kuhusu unavyo ona zoezi hili na jinsi gani mfumo huu uboreshwe ili kuweza kuongeza kiwango cha ufanisi. Hivyo ili kufanikisha zoezi hili unaombwa kujibu maswali yafuatayo. Majibu yako ni kwa ajili ya taaluma.

Siyo lazima uandike jina lako.

1 Idara unayofanyia kazi

1.1 Cheo chako

1.2 Umri wako (weka alama V katika kisanduku kinachoonyesha umri wako),

Umri/miaka	18- 35	36-45	46-55	>55
V				

1.3 Hali ya ndoa (weka alama V sehemu husika).`

Hali	Kapera	Ameoa/ Olewa	Wametengana	Mjane
V				

1.4 Muda ulioitumikia Idara hiyo (weka alama V katika sehemu husika)

Uzoefu kazini/ miaka	1-5	6-10	Zaidi ya 15
V			

1.5 Kiwango cha elimu hiyo (weka alama V katika sehemu husika)

Kiwango	Msingi	Sekondari	Stashahada	Shahada	Shahada ya juu.
Tick					

2. Je Shirirka la Tanesco lina utaratibu wa mafunzo ya kila mwaka kwa wafanyakazi wake? (weka alama V katika sehemu husika)

Ndiyo ()

Hapana ()

Kama ndiyo;

3. Je mnashirikishwa Katika kupanga mpango mkakati huo wa mafunzo wa Shirika?

(weka alama V katika sehemu husika)

- (a) hata kidogo ()
- (b) kwa kiasi kidogo ()
- (c) kwa kiwango kikubwa ()
- (d) kwa kiwango kikubwa sana ().

4. Je unafikiri kwa nini mpango wa mafunzo kwa wafanyakazi ulianzishwa ndani ya Shirika? (weka alama V katika sehemu husika)

- (a) ni utaratibu wa Shirika ()
- (b) msukumo wa vikundi (wafadhili n.k.) ()
- (c) kwa ajili ya kuendeleza uwezo wa wafanyakazi ()
- (d) kuziba mapungufu ya utendaji wa wafanyakazi ()

5. Je kuna faida yoyote unayoiona katika utaratibu mzima wa utoaji mafunzo kwa mfanyakazi (weka alama V katika sehemu husika)

- (a) Ndiyo ()
- (b) Hapana ()

Kama ndiyo, unaweza kueleza ni faida zipi

1.....

2.....

3.....

6. Je Shirika lina utaratibu/ mwongozo wowote wa kuchagua wafanyakazi kwa ajili ya mafunzo?

Ndiyo ()

Hapana ()

Kama ndiyo, elezea hizo taratibu.

.....

.....

.....

7. Kwa maoni yako je mafunzo yanayotolewa kwa utaratibu wa Shirika yanaongeza ufanisi wa wafanyakazi ? (*weka alama V katika sehemu husika*)

- (a) Ninaafiki kabisa ()
- (b) Ninaafiki ()
- (c) Siafiki ()
- (d) Siafiki kabisa () .

8. Je unahitaji/ penda kuhudhuria mafunzo ? (*weka alama V katika sehemu husika*)

- Ndiyo ()
- Hapana ()

9. Je mpango wa mafunzo wa Shirika unawiana na bajeti inayotolewa? (*weka alama V katika sehemu husika*)

- (a) Ninaafiki kabisa ()
- (b) Ninaafiki ()
- (c) Siafiki ()
- (d) Siafiki kabisa () .

10. Je una mtazamo gani kuhusu mpango wa mafunzo wa Shirika?

.....

.....

.....

11. Je ni matatizo gani unayoyaona yanayokwamisha utekelezaji wa mpango wa mafunzo katika Shirika?

- (a) umri mkubwa wa wafanyakazi ...
- (b) kiwango kidogo cha msingi wa elimu
- (c) majukumu ya kifamilia
- (d) majukumu ya kazi

12. Taja mambo matatu ambayo unayofikiri yangefanywa na uongozi wa Shirika kuhusu kuboresha zoezi hilo ili kuweza kuinua kiwango cha ufanisi.

- 1.....
- 2.....
- 3.....

13. Je kuna hatua zozote zinazochukuliwa na Shirika kukabiliana na mambo yanayokwamisha utekelezaji wa mpango wa mafunzo?

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

14. Taja udhaifu mkubwa unaouona katika utekelezaji wa mpango wa mafunzo, kama upo.....

.....
.....

15 Je una mapendekezo gani juu ya kuboresha mpango wa mafunzo ndani ya Shirirka?

.....
.....

16. Je unafikiri ni vikwazo/ matatizo gani Shirika linayokabiliana nayo katika kutekeleza mpango wake wa mafunzo kwa wafanyakazi?

.....
.....

17. Je umewahi kuhudhuria mafunzo yoyote chini ya mpango wa elimu wa Shirika?

Ndiyo ()

Hapana ()

ASANTE SANA

Appendix 4: Unstructured Interview Questions

1. Does TANESCO have yearly training programmes for her staff?
2. Are you involved in planning department objectives and targets?
3. Why do you think staff training programme was introduced in Tanesco?
4. Does the company have a training policy to guide trainee's selection?
5. In your opinion does training contribute to improve employee performance?
6. Do you think training is beneficial to individual employees?
7. Are TANESCO's Annual Training Programmes supported by a viable/ sufficient budget?
8. How does Tanesco staff perceive the existing training practice?
9. What are the factors that limit/hinder the effective implementation of TANESCO training programmes?
10. Mention two most critical weaknesses of implementation of training program in your area, if any?
11. What suggestions do you have for ensuring such Programme works well?
12. What do you think is the aim of conducting training in your region / department?
13. What has been the performance of your department since the introduction of employees training program.
14. Mention at least two most important weaknesses encountered in the implementations of training program in your region / department.

Appendix 5: Tanzania Electric Supply Company Limited

TRAINING REQUEST WORKSHEET

TO: Senior Manager - HR

Employee Name:		Coy No.	
Position:		Location:	
Managers Name:		Department:	

DESCRIPTION OF THE TRAINING NEED / GAP IDENTIFIED / ATTACH COURSE
DETAILS

.....

.....

.....

DURATION / DATES (ATTACH DETAILS)

.....

SPECIFIC BENEFITS TO THE BUSINESS / INDICATORS ON PERFORMANCE

.....

.....

SPECIFIC BENEFITS TO THE INDIVIDUAL

.....

.....

COMMENTS BY LINE MANAGER / HOD

.....

.....

SIGNED:DATE:

Line Manager / HOD:

Please submit this form to Manager Training & Manpower Dev. Latest one (1) month before course commencement

Training & Dev. Manager:

For HR Dept. Use Only		
Training Programme		
Venue		
Dates	Duration / No. of Hours	
Fees	USD	
Allowances	USD	
Fare	USD	
Others (specify)	USD	
TOTAL COST	USD	

RECOMMENDATIONS BY SENIOR MANAGER – HR

.....

APPROVAL / NOT APPROVED (ABROAD COURSES) :

BY MANAGING DIRECTOR

SIGNATURE.....

DATE:

MANAGING DIRECTOR

Appendix 6: Tanzania Electric Supply Company Limited

TRAINING REQUEST WORKSHEET

TO: Senior Manager - HR

Employee Name:		Coy No.	
Position:		Location:	
Managers Name:		Department:	

DESCRIPTION OF THE TRAINING NEED / GAP IDENTIFIED / ATTACH COURSE
DETAILS

.....
.....

DURATION / DATES (ATTACH DETAILS)

.....
.....

SPECIFIC BENEFITS TO THE BUSINESS / INDICATORS ON PERFORMANCE

.....
.....

SPECIFIC BENEFITS TO THE INDIVIDUAL

.....
.....

COMMENTS BY LINE MANAGER / HOD

.....
.....

SIGNED:

DATE:

Line Manager / HOD:

Please submit this form to Manager Training & Manpower Dev. Latest one (1) month before course commencement

Training & Dev. Manager:

For HR Dept. Use Only		
Training Programme		
Venue		
Dates	Duration / No. of Hours	
Fees	TSH. / USD	
Allowances	TSH. / USD	
Fare	TSH. / USD	
Others (specify)	TSH. / USD	
TOTAL COST	TSH. / USD	

RECOMMENDATIONS BY MANAGER TRAINING & MANPOWER DEV.

.....

APPROVAL / NOT APPROVED (LOCAL COURSES) BY: SENIOR MANAGER

- HR

SIGNATURE.....

DATE:

SENIOR MANAGER – HR.

Appendix 7: Tanzania Electric Supply Company Limited

EDUCATION LOAN APPLICATION FORM

A) NAME (Block Letters) Coy No:

AGE DATE OF EMPLOYMENT

BRANCH/DEPARTMENT

DESIGNATION

PRESENT DUTIES

1.

2.

3.

4.

B) QUALIFICATIONS:

C) SALARY SCALE:

D) COURSE APPLIED FOR

VENUE

PART TIME/FULL TIME

DURATION

EXPECTED BENEFITS IN CAREER DEVELOPMENT

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